

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

Official School Name Holy Spirit Elementary School
(As it should appear in the official records)

School Mailing Address 4309 S Bahnson Avenue
(If address is P.O. Box, also include street address.)

City Sioux Falls State SD Zip Code+4 (9 digits total) 57103-5879

County Minnehaha

Telephone (605) 371-1481 Fax _____

Web site/URL https://hsp.ogknights.org E-mail rmanning@ogknights.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. Kyle Groos E-mail kgroos@ogknights.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bishop O'Gorman Catholic School District Tel. (605) 575-3351

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Matt Mueller
(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):
- 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 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	47	56	103
K	17	23	40
1	25	21	46
2	20	23	43
3	32	11	43
4	24	26	50
5	17	11	28
6	24	14	38
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	206	185	391

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % 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:

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2020	363
(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):

Spanish

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

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

Total number students who qualify: 0

8. Students receiving special education services 6 %

With an IEP or 504: 22 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>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</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: 8

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.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 24:1

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%	98%	98%	98%	98%
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.

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

To form a community of faith and learning by promoting a Catholic way of life through Gospel values and academic excellence.

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

Bishop O’Gorman Catholic Schools does not discriminate on the basis of race, sex, color, or national origin. Bishop O’Gorman Catholic Schools does not discriminate on the basis of disability if the student can meet the academic and behavioral requirements of the school with reasonable accommodations and/or modifications.

This can be found on page 2 of our Elementary Student-Parent Handbook at the following link:
<https://hsp.ogknights.org/parents/parentstudent-handbook>

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

Holy Spirit Elementary, a preschool-six Catholic elementary school of approximately 400 students, is located in Sioux Falls, South Dakota. Holy Spirit Elementary is one of six elementary schools within the Bishop O’Gorman Catholic School System. Holy Spirit Elementary first opened its doors in 2002 as a preschool-three school, shortly after Holy Spirit Church was built in the expanding Southeastern part of the city. After opening in 2002, one additional grade was added each year until Holy Spirit became a fully functional preschool-six elementary school in 2005-06. The majority of the students that attend Holy Spirit Elementary are members of Holy Spirit Parish but students from the neighboring communities of Harrisburg and Brandon also attend. While 95% of the students are Catholic, students of other religions are also welcome. The school’s vision is “to create a Christ-centered community providing a financially viable, world-class education for an increasing number of children.” To carry out this vision, the nine Catholic parishes of Sioux Falls contribute 50% of their ordinary income to the Catholic schools each year. This assistance, along with great financial oversight, allows for over \$600,000 in financial aid to be given annually to students, making attending Holy Spirit Elementary possible for families of all income levels.

The mission, “to form a community of faith and learning by promoting a Catholic way of life through Gospel values and academic excellence” drives every decision made at Holy Spirit Elementary. As a Catholic school, the educators are committed to teaching the whole child: academically, physically, socially, emotionally, and spiritually. The staff emphasizes physical and emotional safety, knowing students who feel safe at school are better equipped to maximize their learning potential. Holy Spirit Elementary is committed to continual improvement through assessment, analysis and accountability to the students, families, parish and school system.

Holy Spirit Elementary has formed an enriching relationship with the Avera Prince of Peace Retirement Home next door to the school. Each month a group of students visit the nursing home next door and participate in an activity with the residents. These activities include reading stories or poems, singing songs, sharing artwork and engaging in conversations with their elderly friends. During holiday seasons, Holy Spirit Elementary children make cards and decorate placemats for the residents that are used in their dining hall. Every Fourth of July, Holy Spirit Elementary summer school students conduct a patriotic parade by dressing in red, white and blue clothing, decorating wagons with patriotic streamers and flags and singing Patriotic songs as they parade the halls of the retirement community. When COVID-19 restrictions prevented the retirement home from allowing visitors into the facility, Holy Spirit Elementary adapted the annual parade by parading outside the facility to allow the residents to still view the parade from the windows of their rooms.

Each week the two priests from Holy Spirit Parish visit each of the classrooms and teach a short lesson related to the upcoming week's gospel message or the lives of a Saint creating a powerful school and parish bond. The combined emphasis of academic rigor and faith formation creates a rich environment for ongoing student success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The curriculum at Holy Spirit Elementary is aligned with the South Dakota Content State Standards (SDCSS). The SDCSS focus on increasing academic rigor and meeting grade-level expectations, as well as fostering conceptual understanding and real life problem solving skills. Holy Spirit Elementary is dedicated to continual improvement through the assessment, analysis, and accountability to the students, families, parish and school system. Each year a formal School Improvement Team reviews data from standardized assessments and collects feedback from stakeholders to create system and school goals. Strategies to achieve these goals are implemented and regularly assessed for effectiveness throughout the school year during faculty and grade level team meetings. Formative assessment is a routine component of classroom instruction. The use of Google Forms has allowed teachers to conduct both formative and summative assessments whether students are learning in-person or remotely.

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

The language arts curriculum at Holy Spirit Elementary is rigorous and encompasses reading (foundational skills, informational text, literature), writing, language, speaking, and listening. Teachers promote a love of literature by modeling reading for enjoyment through read alouds, independent reading time and book clubs; many of these book selections include classical literature titles. Primary and intermediate students are paired together as book buddies who read together bi-monthly. In the primary classrooms, language arts skills are taught through a variety of direct, small, and large group instruction. Within the instruction, teachers utilize a program that is built on systematic phonics, and integrates reading, writing, spelling and grammar. Following the large group instruction, students are broken into smaller groups determined by reading levels to allow for differentiated instruction to take place. During these small group sessions, teachers and students focus on comprehension, fluency and accuracy. In the intermediate classrooms, teachers effectively use the blended learning structure for instruction in reading, writing, spelling and grammar. Blended learning is individualized, personalized learning for every student through the use of both the teacher and supportive technology. With this lesson structure, students rotate on a fixed schedule among different learning modalities, one of which is online learning. Other modalities include small or large group instruction, group projects, and individual assignments. Through blended learning, teachers strive to develop targeted blended content and instruction that accelerates growth and achievement for each student. Comprehension and critical thinking skills are strengthened by using the literature series, novel studies, book projects, book clubs and classroom magazines, ensuring that students gain exposure to a variety of texts, genres, and tasks. Speaking and listening skills are promoted starting as early as preschool and progress to more formal presentations in later years. The standards require students to develop the ability to use oral and written language to provide information, exchange ideas, and explain concepts. Through reading during weekly Mass, performing seasonal plays, presenting content related presentations and “Show and Tell”, students in all grade levels are provided opportunities to grow in their public speaking skills on a regular basis.

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

Holy Spirit Elementary uses a blended curriculum approach by incorporating online platforms along with traditional methods to build a strong foundation of mathematical concepts and develop problem solving skills. The eight standards of mathematical practice are used to foster math proficiencies. Teachers combine traditional approaches, including algorithms, with manipulatives and hands-on opportunities to develop a deeper mathematical understanding. Teachers identify individual learning needs and utilize small group instruction to fill any gaps. Number talks are built into the daily math lessons aimed at building number sense. Significant time is spent on memorization of basic math facts. During guided practice, teachers check student work for understanding to ensure concepts are mastered before completing assignments.

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

Science standards embrace a vision for science education in which students are expected to actively engage in science and engineering practices. These standards include instruction in physical science, earth/space science, and life science, and applications of technology/engineering. The curriculum provides multi-grade level resources to meet the needs of each student. Teachers blend direct instruction and inquiry-based learning to provide well balanced lessons that foster scientific interest and promote understanding of the scientific method. STEM activities are incorporated into the curriculum at every grade level to develop critical thinking, creativity, and collaboration skills. STEM activities allow students to explore, discover, problem solve, and apply technology to real world issues. Examples of project-based STEM activities include designing, constructing, and testing structures to hold a pumpkin for one minute and constructing a parade balloon modeled after those seen in the Macy's Thanksgiving Day Parade. Field trips to the Outdoor Campus expose students to programs such as Project WILD which teaches students about fish and wildlife conservation. Visits to the Kirby Science Museum advance student understanding of research, development of hypothesis, experimentation, and drawing conclusions as they replicate experiments. Fourth grade students attend the Sioux Empire Water Festival, which explores the use and preservation of water, inspiring good stewardship. Students engage in hands-on activities on topics such as wetland habitats, wildlife, groundwater, health, safety, and aquatic life.

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

Social studies standards incorporate communication, critical thinking skills, inquiry, and problem solving. These standards include instruction in the areas of geography, history, civics, and economics. Teachers utilize unique opportunities to deepen the students' understanding of the skills and promote responsible citizenship by using appropriate grade level activities. The Junior Achievement program is incorporated throughout each grade level to provide community involvement that fosters greater knowledge and understanding of economic practices. In addition, teachers enrich the social studies curriculum through field trips, research projects, presentations intended to prepare students for a greater understanding of our world. Students in fourth grade, visit the homestead of Laura Ingalls Wilder in DeSmet, SD to gain an understanding of South Dakota history and pioneer life. The fifth grade classes make annual visits to the county courthouse to learn about the judicial system. Primary students utilize Scholastic News as a resource to engage the learner and to develop geography skills and global awareness.

1f. For secondary schools:

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

The Holy Spirit Elementary preschool program helps children develop social and emotional skills, while also preparing them for future academic success. Play based learning centers and activities are used to help meet the social and emotional needs of the children. The pre school program delivers a multifaceted approach to the development of literacy. The literature rich curriculum focuses on oral language and vocabulary development through dramatic play, storytelling, and small group learning times. Mathematical concepts are incorporated into every area of the preschool curriculum through intentional daily lessons. Students can learn underlying mathematical operations in many of their daily activities, which are highlighted by instruction geared toward creating meaningful connections between the children and the mathematical world around them. As a result of their explorations in simple investigations through play, children demonstrate an understanding of scientific inquiry, characteristics, life cycles, and environments of living things. Each of these areas are closely aligned with the programs used in kindergarten. Dial 4 assessments are utilized to measure kindergarten readiness.

2. Other Curriculum Areas:

Visual Arts

Holy Spirit Elementary encourages the development of creative exploration through visual and performing arts instruction. The visual arts curriculum exposes students to elements of art, art history and principles of design. A variety of media is utilized such as various types of paint, chalk, oil pastels, crayons, and pencils. Through these classes students gain both an appreciation for art, as well as an opportunity to express their own creativity.

During music instruction students are introduced to a variety of instruments, rhythms, and musical notation in addition to singing. Students in fourth grade learn how to play recorders while fifth and sixth grade students learn how to play ukuleles. All students have the opportunity to perform in either a Christmas or spring concert each year. Students in grades 4-6 have the opportunity to be a part of the Praise Singer group, which sings at our weekly liturgy. Beginning in fourth grade, students have the opportunity to participate in orchestra, while fifth and sixth grade students may also participate in band. Both orchestra and band programs provide weekly group instruction and individual lessons.

Physical Education

The physical education program focuses on developing and strengthening gross motor skills, promoting healthy lifestyle choices, and fostering teamwork and sportsmanship. Skill development is emphasized in the primary grades. Those skills are then implemented into a game format for the intermediate grades. All activities are designed to improve and measure a student's cardiovascular fitness, muscular strength, muscular endurance, and flexibility. Through active games and team play, students learn lifelong skills of communication and cooperation which they can use in their day to day activities. After each physical education class a "good sport" award is given to a student who demonstrated good sportsmanship during that day's activities.

Technology/Library/Media

During technology class, students are taught keyboarding proficiency, innovative problem solving and technology skills. The technology teacher prepares students to use Google Suite and Microsoft office and facilitates lessons on digital citizenship and coding.

During the 2020-21 school year the technology teacher went into each of the individual classrooms for technology classes rather than having the students go to the computer lab setting as compared to a typical year.

Within the general classroom, students have access to Chromebooks and iPads, which are used during centers, blended learning, and individual work time. The librarian works closely with the classroom teachers, providing assistance with research topics, genre topics, and book studies.

Counseling

As part of a comprehensive counseling program, the counselor visits classrooms every other week to work on social emotional learning, which has been proven to be beneficial in the academic and social success of students. The school counselor also works with students individually and in small group settings, using solution-focused techniques. Parents are welcome to visit with the counselor if they need assistance with their child or professional advice on varying situations. When needed, social groups are formed to meet either during recess or lunch periods. This provides the counselor a chance to work directly with students on forming appropriate social relationships and recognizing and respecting differences between one another.

Religion

The Catholic faith is integrated across all curricular areas throughout the day in addition to dedicated religious instruction daily. Each week students participate in a school liturgy. Classes take turns carrying out the various mass ministries each week including the following activities: altar serving, lectoring, writing and reading petitions, greeting and taking up the gifts. The parish and associate pastor each dedicate one morning a week to visit each classroom for a brief religion lesson with the students. Students and staff attend

weekly adoration. Each week the students and staff gather as a school community for prayer and pledge in the gymnasium. During this time in addition to praying a prayer and reciting the pledge of allegiance together, a short teaching and/or reflection on the virtue of the month is conducted and students have the opportunity to share how they have demonstrated the particular virtue during the past week. Students participate in various Christian service projects throughout the year, including the collection of diapers and baby wipes for the St. Vincent DePaul society, snacks for the local Family Visitation Center and canned food items for the local food pantry.

3. Academic Supports

3a. Students performing below grade level:

Holy Spirit Elementary is committed to providing appropriate educational services to all students. Academic support is offered for students to achieve their potential and aid in promoting a positive learning experience. Teachers are skilled in implementing differentiated instruction, conducting formative and summative assessments, analyzing data, and using that data to aid in student success. Teachers use a variety of instructional approaches: whole group, small group, and one on one methods; students regularly receive instruction at their ability level. Technology is assimilated into instruction to aid in both remediation and enrichment. Classroom teachers in conjunction with our Academic Service department utilize various diagnostic screeners to determine which students need additional support to gain skills necessary to meet grade level expectations in both early literacy and math skills. Primary teachers administer the Developmental Reading Assessment (DRA) at the beginning of the year and a second time in April. They also use the Renaissance Star Curriculum Based Measure (STAR CBM) three times throughout the year. Students in the intermediate grades take the I-Ready ELA diagnostic at three different times throughout the year and utilize the ALEKS Knowledge Check for math.

Students who do not meet grade level benchmarks work on individual skills during their blended learning time. During the small group rotations the classroom teachers are able to target the individual skills, and during the technology rotation, the applications are tailored to focus on the deficient skills of each individual learner.

3b. Students performing above grade level:

At Holy Spirit Elementary, a unique Enrichment program called F.L.A.M.E. (Fostering Language Arts and Math Extensions) is offered. Students who qualify for the program move through Mathematic and ELA skills quicker than the traditional classroom in order to increase rigor, complete advanced material, and explore real-world projects. Once or twice a day, Enrichment students are pulled out of the traditional classroom to meet with a small group.

In order to qualify, students require a teacher recommendation, high test scores (typically within the 90th percentile), and must demonstrate above grade-level ability. Once they are admitted, students remain in the program for one to four years, which helps solidify a strong relationship between students, families, and teacher. Having this consistency minimizes poor behaviors, improves communication between the teacher and families, and saves time practicing classroom procedures.

Debates are often used to illuminate how students work with increased rigor, advanced material, and real-world projects. For example, sixth graders investigate the efficacy and validity of animal testing, while fifth graders compare and contrast the benefits and risks of ocean exploration versus space exploration. For these debate projects, students are converging various skills into a final product: determining valid sources, reading and processing information, drawing conclusions, comparing and contrasting points of view, analyzing what is relevant information and what is not, collaborating with other students, formatting essays for MLA expectations, practicing public speaking skills, and more. These debates take weeks of preparation and are multifaceted, so students are able to focus on increased rigor, advanced material, and real-world projects.

3c. Special education:

Holy Spirit Elementary offers a robust Academic Service Program, which is committed to providing support to students who are in need of academic assistance so that all students can achieve their full potential. The Academic Service Coordinator and two educational assistants provide a variety of services to students and act as resources for the teaching faculty. Students who perform below benchmarks have the opportunity to work on skill specific work in small pull out groups of three to four students, three times a week. The Soliday program is utilized in these small intervention group lessons. The students that have not met benchmarks are progress monitored every two weeks to assess whether they have accomplished the skills necessary to get to grade level. When regular interventions don't prove to be effective, the teacher brings the student to the Student Assistance Team (SAT). This team is composed of the classroom teacher, academic service coordinator, principal, and counselor. The goal of the team is to devise a plan and develop additional interventions to implement. The team monitors the student and communicates with the parents about any progress being made. If there is little growth, the student may go through a formal evaluation or be referred to the child's family doctor for further evaluation. Personalized Service Plans (PSP) are developed for students that qualify for special services after a formal evaluation is conducted. The Academic Service Coordinator and educational assistants provide either pull out small group instruction or push in support in the regular classroom according to the PSP. Communication and collaboration is vital to a successful intervention program.

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

Students that are identified as English Language Learners receive support from the Holy Spirit Academic Services Department with a combination of individual pull out instruction and classroom push in support.

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

Holy Spirit Elementary does not have any identified students that fall into this category.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

In order to provide a positive environment for student growth, Holy Spirit Elementary offers a wide range of opportunities to grow academically, socially, and spiritually. Holy Spirit is intentional in the orientation of new students to the school. Each fall the principal coordinates small student luncheon groups with all of the new students. These small group lunches provide an opportunity for the principal to get to know each of the new students personally by connecting a name to a face, learning each student's interests and making a family connection. The luncheons also provide the students a comfort that if the need arises they feel comfortable seeking out the principal. In addition, the school counselor also sets up individual meetings with new students during the first month of school and begins to build a relationship with each student.

Each month, the school focuses on a specific virtue: respect, responsibility, gratitude, service, honesty, compassion, forgiveness, manners, and trust. Throughout the month teachers and staff incorporate virtue lessons into the instruction and the students daily lives. Individual students can earn virtue beans throughout the week when they are caught demonstrating the virtue of the month. Each Friday morning when the school gathers for Prayer and Pledge in the gymnasium, the principal leads an activity related to that month's virtue and students have the opportunity to share how they have demonstrated the virtue throughout the week. During these assemblies, a representative from each class brings up the classroom's virtue beans they have earned throughout the course of the week and pour them into the school virtue bean barrel with the goal of filling the barrel collectively as a school prior to the end of the school year.

2. Engaging Families and Community:

Holy Spirit Elementary takes great pride in the connections that have been created between the school, the parents and the stakeholders. The school has an active School Family Organization (SFO) which is led by an executive board consisting of the pastor, principal, parent officers, and a teacher representative. SFO meetings highlight student's talents with a performing arts performance and include school news, fundraising goals, and parent education on child development. Community speakers educate parents on peer relations, online safety, resilience, and wellness. The SFO assists in building a strong community by welcoming incoming families. Veteran parents begin mentoring new families prior to the start of the school year by providing insight to events and procedures. They continue to serve as guides throughout the rest of the year. An orientation is held for all families introducing them to teachers, staff, and other parents. In addition, current and prospective preschool and kindergarten families are invited for tours, presentations about the school, curriculum, and special programs prior to registration.

Each fall Holy Spirit Elementary in conjunction with the Knights of Columbus group from Holy Spirit Parish host a Back to School Bash. This event is filled with food, music and inflatables and is a great casual event allowing families to mingle and build relationships while the children play on the inflatables. Our most successful Community Building/Fundraising event each year is our annual fall carnival. This event requires the help of many parent volunteers, so it serves as another great opportunity for families to engage in the school community. Each January Holy Spirit Elementary kicks off Catholic Schools Week with a family bingo night. At this event families come together for pizza, pop, and several games of bingo to kick off the annual celebration of Catholic schools. Each Spring Holy Spirit Elementary hosts an annual Father/Daughter Dance and Mother/Son Bowling event. These events serve as great community building events that encourage socialization of those involved.

3. Creating Professional Culture:

Teachers truly believe in the school's mission, and they weave it into a strong professional culture. Holy Spirit Elementary works to ensure that new faculty members are supported by multiple people and that all teachers feel valued and supported. Each month the principal meets with new faculty members to discuss procedures and upcoming events. A peer coaching program pairs teachers in their first two years of teaching with a veteran teacher to dialogue regarding best teaching practices and to observe each other. The group

meetings, led by a peer coaching coordinator, focus on the Charlotte Danielson Framework for Teaching.

Each year, six full days are dedicated to professional development. Topics include best practices in instruction, incorporating technology into instruction, school safety, and emotional well-being of staff and students. One of the days is dedicated as a spiritual retreat day providing faculty an opportunity to grow in their faith. All of these professional development opportunities give teachers the chance to reflect on their teaching and to determine professional goals.

The faculty's strong sense of community and dedication contributed to the school's success when learning was fully remote in the Spring of 2020 and virtual learning was an option during the 2020-21 school year. The technology instructor and teacher leaders modeled and provided ongoing support for various technological tools that were employed to make distance learning successful, including, Zoom, See Saw, Screencastify, and Flip Grid. Training teachers before moving to distance learning allowed them to succeed from the start.

A full time educational assistant was added to help with staff absences during the pandemic. This staff member was also able to fill in for a classroom teacher when the teacher needed to connect with a student that was in quarantine or isolation via Zoom.

4. School Leadership:

Positive school climate starts from the top with administration being vital in setting the tone for the school. The principal is consistently outside each morning greeting parents and students by their first names as they begin their school day creating a welcoming environment. The principal makes a concerted effort to learn every student and parent on a first name basis by the end of the first quarter. This is able to happen by spending time with the students in the classrooms, on the playground and the cafeteria, putting a new student display together, studying photo albums and utilizing the system database. New parents to the school are often surprised when their child is greeted by the principal by their first name and ask if they have been in trouble.

The principal is responsible for assessing the strengths and the challenges of each teacher and providing opportunities for growth. Holy Spirit Elementary utilizes a three-year teacher evaluation cycle that includes the following stages: a Formal Summative Evaluation Year, a Self-Evaluation Year, and a Professional Growth Plan Year. All new teachers are placed in the Formal Summative tract for three years and all veteran teachers rotate through the three tracts each year. During the Formal Summative Evaluation Year, faculty are observed by the administrator a minimum of two times per semester with feedback accompanying each observation. A written summative evaluation using the school's evaluation tool is discussed with the faculty member at the end of each semester and includes preliminary discussion of future areas of self-growth and reflection. During the Self Evaluation Year, faculty members complete a self-analysis worksheet and conduct two self-evaluation activities throughout the year. These self-evaluation activities may include: a parent survey, a peer observation of their classroom or an observation of another classroom for comparison to their current practice or another self-evaluation activity approved by the principal. During the Professional Growth Plan Year, each faculty member will choose two measurable professional growth goals based on the self-reflection activities conducted the previous year with input from the principal and list strategies to achieve the specific goals. The goal of the growth plan is to support advancement through reflection and discussion on practices that improve teaching and learning.

5. Culturally Responsive Teaching and Learning:

To create a culturally responsive teaching and learning environment, Holy Spirit Elementary prioritizes individualized support, unity, and integrity. To ensure equity, Holy Spirit Elementary requires student demeanor and presentation to be respectful and politically neutral. For example, the dress code policy is the same for all students. At the start of virtual learning, administrators helped families gain Internet access and provided Chromebooks to students who did not have access to these tools, so students could fully engage in remote lessons. Holy Spirit Elementary supports all family considerations by communicating through multiple formats, such as emails, phone calls while working families are at home, text messages and a

district family liaison. This person works closely with the whole family to provide resources, such as food, books, winter clothing, fee waivers, transportation, scholarships and information regarding qualifications for community programs. A tiered tuition system enables children of all staff to have the opportunity to attend Holy Spirit Elementary.

Holy Spirit Elementary has perpetually addressed the diverse needs of students, families and staff. The school recognizes that diversity is not limited to the color of one's skin but in the socio-economic levels, the diverse religions, (not just Catholicism), and the diversity in learners. At Holy Spirit Elementary an environment is created to support instructional methods that validate and reflect diversity, identities, and experiences of all students. When this is achieved, it raises the level of academic rigor for all learners.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One of the key components of Holy Spirit Elementary's success is the relationships that have been formed and nurtured among all stakeholders including staff, students, administration, parents, and the entire parish community.

The staff at Holy Spirit all believe in the concept "we are all in this together" and always support each other, while working together in the best interest of the students. Grade level teachers plan, create, and implement lessons together. Teachers across all grade levels share resources, teaching strategies, and collaborate on classroom management and procedures. Many teachers who have transferred into Holy Spirit Elementary from other districts note this as something that has been distinctly different from their previous schools. Teachers conduct peer observations during the self evaluation year of the professional growth plan. These peer observations provide valuable feedback to both the teacher and the observer. If you walk the halls of Holy Spirit Elementary before school or during passing periods you are certain to find staff engaging in conversations with students. These conversations usually involve what the student did over the weekend or the result of a recent ball game.

Administration makes a diligent effort to develop relationships and understand students and parents on a personal level. This is accomplished by spending as much time with the children as possible. Administration makes frequent visits to classrooms; these visits prove to be beneficial in understanding how each child is performing academically. Being present in the cafeteria and on the playground allows administration to observe student to student interaction. It also allows administration to engage in casual conversations with students. These casual conversations create trust and help students and parents understand that administration truly cares about each and every one of them.

Holy Spirit Elementary and Holy Spirit Parish have an outstanding relationship. The primary reason for this is the communication and collaboration that takes place between the two groups. Holy Spirit parish members are kept abreast of school functions on a weekly basis with the publication of a weekly school update in the parish bulletin. When attending a weekend service or daily Mass service it is inevitable that you will witness several Holy Spirit Elementary students or parents participating in the parish ministries: altar serving, lectoring, ushering, greeting, Eucharistic Ministering, or singing in the choir. When the parish hosts community building events it is very common to see a large number of the participants from Holy Spirit Elementary families. Holy Spirit Elementary fundraisers are set up to allow parishioners to support the effort of the school who do not have children currently attending the school.

Holy Spirit Elementary's commitment to relationship building with all parties has allowed the school to flourish from both an enrollment and academic perspective.

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? \$6750
(School budget divided by enrollment)
4. What is the average financial aid per student? \$863
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%
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)