U.S. Department of Education
2017 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. John Richards
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Holy Trinity Parish School
(As it should appear in the official records)

School Mailing Address 423 Cherrywood Road
(If address is P.O. Box, also include street address.)

City Louisville   State KY   Zip Code+4 (9 digits total) 40207-2164

County   Jefferson

Telephone (502) 897-2785   Fax   (502) 896-0990

Web site/URL http://www.ht-school.org   E-mail   jrichards@ht-school.org

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mrs. Leisa Schulz   E-mail lschulz@archlou.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Louisville   Tel.   (502) 448-8581
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. Laura Boisseau
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.

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

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

9. 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.

10. 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.

11. 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.

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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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

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

                                         0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	12	23
K	32	33	65
1	43	28	71
2	35	35	70
3	34	25	59
4	36	45	81
5	40	43	83
6	32	35	67
7	45	35	80
8	44	32	76
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	352	323	675

4. Racial/ethnic composition of the school:

    0 % American Indian or Alaska Native
    2 % Asian
    1 % Black or African American
    3 % Hispanic or Latino
    1 % Native Hawaiian or Other Pacific Islander
    92 % White
    1 % 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 2015 – 2016 school year: 1%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2015 until the end of the 2015-2016 school year	1
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2015	702
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

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

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

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

    Total number students who qualify: 2

8. Students receiving special education services: 10 %
    67 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

4 Autism	0 Orthopedic Impairment
0 Deafness	37 Other Health Impaired
0 Deaf-Blindness	38 Specific Learning Disability
19 Emotional Disturbance	10 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>10</u>

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

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	31
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	20
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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

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

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	98%	97%	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 2016.

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 <u>X</u>   No

If yes, select the year in which your school received the award. <u>2007</u>

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

Holy Trinity Parish School, in partnership with the parish community and parents, seeks to build a strong spiritual and excellent academic foundation for all students.

Holy Trinity Parish School is a Catholic School for grades Pre-Kindergarten-8 located in Louisville, Kentucky. Holy Trinity Parish School, in partnership with the parish community and parents, seeks to build a strong spiritual and excellent academic foundation for all students. With the guidance of the Holy Trinity Parish, the school is dedicated to helping students fulfill their potential as lifelong learners and participants in the Catholic tradition as they recognize and develop their responsibilities within the global society. The staff of 65 collaborates with parents and parish personnel to provide academic and religious instruction for its 675 students. The goal is to empower students to become contributing members of their local, national, and global communities both now and in the future.

Founded in 1883, the school has been a cornerstone of education in the St. Matthews area of Louisville. The school has a strong tradition of providing academic excellence and regularly produces the largest number of freshmen scholars at the Catholic high schools in Louisville. In 2007, Holy Trinity Parish School was awarded the National Blue Ribbon Award presented by the U.S. Department of Education. Since then, the Middle School Social Studies Teacher has won the Father Joseph McGee Distinguished educator award, and in 2013, the Principal was named The Distinguished Elementary Principal for the Archdiocese of Louisville.

The school's approach to holistic education allows each student to reach his/her full potential. Academically, the school is at the forefront of teaching students twenty-first century skills. This emphasis on critical thinking, collaboration, communication and creativity has afforded students the opportunity to deepen their understanding of the curriculum and its connection to the world around them. The school has also implemented a major writing initiative. The focus on the Writing Workshop model has opened the door for students to become exemplary writers in all subject areas. In 2012, the school embarked on a 1:1 instructional initiative. This initiative resulted in all 6th through 8th grade students having their personal take-home iPads. All classrooms are equipped with optimal technology, including SMARTboards, classroom sets of iPads, and personal amplification systems.

Socially and emotionally, the school supports each student through the PeaceBuilders and Second Steps programs. The Minds-in-Motion program stimulates visual/auditory processing and motor skills, while also supporting the social and academic levels of younger students. The Reach for the Stars mentoring program encourages conflict resolution skills and positive self-identity. Students engage in service learning as each class supports a local charitable organization.

Recognizing the importance of a strong collaboration between home and school, the school offers several regular programs for parents. These include Internet Safety, Drug/Alcohol Awareness and Operation Parent, a program providing ongoing education and support to those raising children in today's culture. To enhance cultural diversity, the school has partnered with Faces and Cultures for a cultural exchange program. Implementation involved three students from Guatemala studying and living with Holy Trinity Parish School students for eight weeks.

At Holy Trinity Parish School, the holistic vision is to educate the "whole child" - academically, spiritually, emotionally, and socially. Children in the school are cherished and treated with respect. The school community and parents collaborate to provide improvements and enriching opportunities through targeted PTA functions. The mission statement and school philosophy reflect the belief in the potential of students to be lifelong learners. The responsibility and sacred trust of the school's educators is to prepare these students for global community participation. To this end, Holy Trinity Parish School integrates the values of spirituality, integrity, respect, diversity, responsibility, and service.

The prestigious recognition as a National Blue Ribbon Award winner in 2007, spurred a concerted effort to continue the pursuit for excellence. A new motto, "Good, Better, Best. Never let it rest, until the good is better and better is best!" guides the desire for continued improvement and growth. In collaboration with a national advancement firm, the school has developed a dynamic three-year strategic plan. The plan includes four aspirations, one of which is implementation of a Science Technology Engineering Arts Mathematics (STEAM) initiative. Due to overwhelming support from our school and greater community, Holy Trinity

Parish School has also completely upgraded and renovated the music room, art room, and drama department. Students are provided instruction on percussion, string and wind instruments. From the kiln and new spinning wheels for three-dimensional art to the new focus on photography and animation via technology, students have many opportunities to fine-tune their specific artistic passions. Additionally, the school created a Performing Arts department, and this program grows yearly in terms of productions and student participation. The positions of Director of Student Achievement and Director of Student Activities were created to nurture every student in academic, co-curricular, and extracurricular activities. In an effort to streamline community outreach and public relations, the position of Director of Advancement was established.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum of Holy Trinity Parish School is based on the Archdiocese of Louisville Curriculum framework. This framework is aligned with state and national standards, incorporating common core standards and 21st century learning skills. The curriculum is designed to prepare students for college preparatory high school programs.

Holy Trinity Parish School prides itself on developing students with a strong sense of civic responsibility. With our mission as a springboard, justice, diversity, opportunity, equality, empathy and compassion for others are key components of the curriculum. Through the use of video conferencing, Holy Trinity students partner with students across the globe to discuss and express viewpoints on various topics. Students participate in Kentucky United Nations Assembly and Kentucky Youth Assembly to expand their horizons and better understand the political process. Junior high students work in depth to explore positions and debate topics related to national party platforms thus finding value in the democratic process. Public speaking classes provide a forum for information, debate, and persuasion. Each grade sponsors a service organization, and students make significant contributions to these local groups, as well as to broader national and international causes.

Reading and English language arts are taught through comprehensive programs, including Benchmark, Houghton-Mifflin Collections, Grammar for Writing, Sadlier Vocabulary, Simple Solutions and IXL grammar practice. Students in the early elementary years concentrate on phonics, phonological awareness, high frequency words, and comprehension of literature and informational text. In primary grades, instructional methods include the Reading Workshop and Balanced Literacy programs. Using running records, informal assessments, and a reading diagnostic assessment, teachers can monitor growth and advancement. In intermediate and middle school years, literature circles, close reading, and the Reading Workshop program encourage students to use higher-order thinking skills to respond to different genres of literature. Students are expected to predict, infer, visualize, summarize, compare/contrast, and justify responses. Reading goals include connecting literature to previous knowledge, the global community, and acquisition of a broader perspective of viewpoints and cultures. Holy Trinity Parish School utilizes the Lucy Calkins Writer's Workshop model for grades Pre-Kindergarten-8. Through the support of a writing coach, classroom teachers help all student authors produce authentic pieces in the areas of narrative, opinion, and informative/explanatory writing.

Mathematics instruction targets computation, reasoning, and real-life application. There is an emphasis on comprehension of the concepts behind mathematical functions and manipulations. In grades Kindergarten-2, the Singapore math program is utilized to teach mathematics from a conceptual perspective. A comprehensive approach to mathematics is utilized in the upper grades. The goal for all students is to be prepared for algebra instruction in grade 8. With a focus on spiral review and individual computation goals, mathematics can be differentiated based on a child's ability level. Goals can be adjusted, previously taught skills can be reviewed, and new skills can be introduced. Teachers use a variety of instructional methods, including manipulative tools, the IXL math practice website, Rocket Math to support fluency, and Simple Solutions for spiral review.

The science curriculum, based on the National Science Education Standards, emphasizes understanding the scientific method, lab-based discovery experiences, reflection on observations, and use of technology. Beginning in Grade 4, physical lab space supports hands-on instruction. The curriculum is enriched through activities such as dissections, chemical experiments, physics activities, and middle school science fairs. Through electronic conferencing, students explore real time science-based current events with actual participants. Grades K-6, are equipped with Science Technology Engineering Math (STEM) experiment kits to promote inquiry and higher-order thinking. In collaboration with the Louisville Science Center and Jewish Hospital, seventh grade students have a unique opportunity to view an open heart surgery, interacting with the surgical team during the procedure.

The social studies curriculum emphasizes geography, world history, American history, economics, and the political structure of the complex world to prepare students to be global citizens. Students participate in a historical wax museum and history fair, collaborate with Junior Achievement, and compete in a geography bee. Students participate in a variety of field trips that allow them to explore the history of their local, state, and national governments. Eighth grade students tour historical and cultural sites in Washington D.C. for three days.

A state-licensed preschool program is offered for four year-old students. The core curriculum focuses on academic, physical, emotional and social development. The educational goal is for each student to feel confident and secure within the school environment. Children have the opportunity to discover knowledge through hands-on experiences, thus stimulating creativity, thinking skills, learning, and social interaction. In alignment with the Kindergarten program, Pre-Kindergarten standards include letter identification, retelling simple stories, hearing and recognizing rhyme, mathematics number sense, following multi-step directions, emotional regulation, and fine/gross motor skills. Pre-Kindergarten and Kindergarten teachers communicate on a regular basis to discuss formal/informal assessments, observations, and any other early interventions to support successful primary grade readiness.

2. Other Curriculum Areas:

Holy Trinity Parish School provides additional curriculum classes to support student acquisition of essential skills and knowledge. Students in grades 1-8 receive at least 50 minutes per week and Pre-Kindergarten/Kindergarten have 30 minutes per week of instruction in each area of visual arts, physical education, foreign language, technology, and music.

The Visual Arts program at Holy Trinity Parish School supports a qualitative, sequential, and purposeful learning experience in which each grade explores a variety of media and techniques. The art teacher works collaboratively with classroom teachers to reinforce curriculum. Some projects include painting, drawing, ceramics, textiles, iPad animation, digital drawing, linoleum print blocks, pottery, and photography. As students learn varied creative art processes and mediums, they continually enhance eye-hand coordination along with fine motor and problem-solving skills.

Starting in Kindergarten, students are able to participate in the performing arts program at Holy Trinity Parish School. Through after-school offerings, children perform as actors, singers, and musicians. Set design, lighting and technical support are also available opportunities. There are four staged performances throughout the school year highlighting students of all ages.

Physical education and personal safety are integral parts of the total education program. The goal of the P.E. program is to develop physically, mentally, and socially fit individuals. Qualities of sportsmanship, cooperation, and loyalty are taught. Some special activities covered throughout the school year include: bowling, soccer, basketball, softball, performance of tinikling and gymnastics dance routines, and participation in the Frequency, Intensity, Type, and Time (FITT) program.

Holy Trinity Parish School is in compliance with the program's foreign language requirements. The Spanish program is designed to help students cultivate a love of learning a second language. From Pre-Kindergarten through sixth grade, students have Spanish once a week. Spanish is taught three hours per week for the entire year to all 7th and 8th graders. In all grades, children participate in engaging activities that promote listening, speaking, reading, and writing skills. Foreign language learning presents unique opportunities for students to develop higher levels of understanding through language experiences. These lessons build self-esteem and foster the recognition and appreciation of differences among individuals and cultures. Through the development of a new language, children focus on a future that honors diversity while being connected to the global society.

The primary goal of the technology program is to develop skills and teach the responsible use of technology. Through all grade levels, technology is used for solving real-world tasks, research, presentations, and communication using a variety of media. In middle school, students learn computer coding, green screen technology, and digital movie-making. Older students write and produce a daily closed-circuit video

broadcast, WHTS. Students serve as anchors and deliver morning prayer and announcements along with updates of current news and activities. Student achievements are recognized via guest appearances on WHTS. Through the use of a teleprompter and green screen, students work on public speaking skills and interacting with a virtual studio. All students learn digital safety and ethical use of technology. The goal of instruction is to educate students about their digital footprint and emphasize personal responsibility as digital citizens.

Each student in grades 6-8 has a school-issued personal electronic device. Students use these materials to collaborate with one another using Google Apps for Education, thus enhancing research. Students are able to make connections between academic subjects and showcase their knowledge with dynamic presentations. Learning is enhanced through instruction that focuses on proper use of interactive websites, classroom discussion forums, e-Textbooks, and iPad applications. A school-wide administrative technology department provides support for the program. A STEAM initiative was launched in 2016 and includes after school classes in 3D printing, Lego Robotics, and Coding.

The music program strives to cultivate an appreciation and love of musical talent in each student. All students learn basic piano keyboarding to develop the skill of learning to read music. Grades 3-5 work with musical recorders as a pre-band instrument. Grades 6-8 learn guitar skills such as strumming, chord formation, and playing complete songs. In grades 7-8, students begin to compose their own music using the piano to create written notation of their compositions on the musical staff. Vocal instruction is integrated throughout all grades.

3. Instructional Methods, Interventions, and Assessments:

Holy Trinity Parish School works diligently to meet the varied and diverse needs of each learner. Teachers continually update curriculum and instructional methods to improve student learning. Teachers utilize best practices to stimulate creative and critical thinking skills in students. Bloom's Taxonomy is an important educational strategy leading teachers to develop engaging differentiated lessons. At all grade levels, students learn through whole group instruction, project-based and experiential learning, differentiated skill groups, and hands-on learning activities. The use of one-to-one technology enables adaptation of learning styles within each instructional level. Teachers tailor lessons to incorporate higher-order thinking in content material. Use of visual, auditory, and tactile instructional methods allows multiple pathways for students to demonstrate academic success.

Teachers make course materials accessible by posting online teaching notes, rubrics, upcoming assignments, and additional resource materials. Collaboration with parents and community professionals, such as speech and occupational therapists, help ensure student progress. Recognizing the importance of early intervention to develop language skills, the school conducts and funds speech screenings for all Pre-Kindergarten and Kindergarten students. Teachers offer individual tutoring to support student learning.

Historically, 62% of the Holy Trinity Parish School student population has tested 95% or higher in one or more areas on the Terra Nova standardized assessment. The Director of Student Activities assists the classroom teachers by connecting students to various programs designed to enhance students' educational experience. This tailored intervention helps each student reach his/her full academic potential. Some programs include Duke Talent Identification Programs, Governor's Cup, Quick Recall, Kentucky United Nation Assembly (KUNA) and Kentucky Youth Assembly (KYA). The Pupil Enrichment Program (PEP), held after school, offers students opportunities such as robotics, culinary arts, mindfulness meditation, and chess.

The school follows Archdiocesan protocol for meeting needs of children with diagnosed learning differences. Following a team approach, teachers, parents, School Counselor and the Director of Student Achievement work to support these students. Accommodation plans provide strategies and modifications for success in learning. Nineteen instructional assistants provide additional support for individualized success, including modified testing. The Reading and Enrichment Development Program (R.E.A.D.), led by a certified reading specialist, provides small group, targeted tier two and tier three reading instruction for students in K-3 needing intervention.

Holy Trinity Parish School uses a variety of assessments and data to analyze and improve student performance. Post-testing results influence teacher practices and school initiatives. Students in grades 2-7 are administered the Terra Nova 3 standardized test. Faculty and administration analyze testing results to determine instructional effectiveness. After completion of assessment, parents, students and the community receive documentation of results. In addition, data from each grade level, including formative, summative, and anecdotal assessments, determine future progress toward objectives. Examples of assessments include: pre/post testing, exit slips, running records, lab work, written analysis, kinesthetic projects, dramatic/oral/musical presentations, and adaptive computerized programs. Such assessments allow teachers to gauge prior knowledge, develop effective instructional methods, define learning gaps, determine skills already mastered, and plan next steps.

Three times a year, a reading diagnostic assessment is administered to all students in grades K-3. This evidence provides a snapshot of the reading baseline for each student, providing measurable reading growth benchmarks. For students not meeting standards, the small group R.E.A.D. program provides a bridge toward reaching grade level coursework.

The school has a systematic and collaborative process for sharing curriculum, instruction, and analyzing student assessment results. During monthly level and department meetings, assessment, curriculum and instruction are examined to ensure vertical and horizontal alignment. By reviewing classroom and standardized scores and studying longitudinal data, teachers are able to address curriculum needs and school initiatives.

Each year since 2007, Holy Trinity Parish School has met Blue Ribbon Award requirements. In order to maintain high levels of achievement, a strategic plan was created collaboratively with all stakeholders that centers on four aspiration statements. This three year plan includes a STEAM initiative, strengthened partnerships with extended families, alumni, and businesses, and the enhancement of professional development opportunities for teachers. Improvement is accomplished by researching best practices, adopting innovative ideas, providing teachers with resources/support, and continuing to partner with parents and community agencies.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Holy Trinity Parish School is a PeaceBuilder school. The PeaceBuilder Program guides student interactions, teaching respect for peers and how to make wise choices, while using a common conflict resolution language. The Second Steps program is taught by the school counselor in collaboration with classroom teachers. This program brings socio-emotional learning into the classroom, decreasing problem behaviors while increasing whole-school success. Teachers nominate students for the Good Samaritan Award, celebrating students doing a noteworthy deed.

Other programs engage and motivate students. The 6th grade builds community for three days at Camp Piomingo. Cooperative team-building efforts challenge students to overcome obstacles and unify as a class. An 8th grade Appalachian mission trip offers an opportunity to further develop a sense of social justice and civic responsibility.

Students serving in leadership roles foster a positive social and emotional environment. The Student Council Leadership Program provides an opportunity for students to practice leadership and become ambassadors for the school. Students assist in safety patrol, preparing liturgical services, giving tours to prospective school families, serving the new student breakfast, and greeting guests for events. 7th and 8th grade students are paired with Kindergarten and 1st grade students in a Big Buddy-Little Buddy program, serving as mentors and positive role models to younger students as they interact in various activities. Eagle Blast is a team-building program for students in 7th and 8th grade, designed to build and strengthen relationships among students and teachers. This event generates excitement for the upcoming school year while targeting a positive and welcoming environment for students.

Faculty/Staff recognition and appreciation are the cornerstones of a successful school. The staff begins the school year with a retreat and luncheon. Teachers are celebrated through periodic "Shout Out" emails, detailing positive contributions to the school. Through bi-weekly levels meetings and an open-door policy, teachers have the opportunity to communicate and collaborate with members of the Administrative Team. At the start of the school year, each faculty grade level is taken to a group lunch with the Administrative Team. The Unity Committee plans activities throughout the school year to boost morale and celebrate staff. The Parent Teacher Association shows appreciation for staff with personal gifts, luncheons, and monies to provide individual classroom needs.

Holy Trinity Parish School fosters a culture that creates a positive environment for both students and teachers. When students and teachers feel respected and appreciated, they are able to grow emotionally and succeed academically.

2. **Engaging Families and Community:**

Holy Trinity Parish School embraces the philosophy that a collaborative partnership among teachers, parents, community professionals, and the larger parish community promotes student success and school improvement. There is a comprehensive communication structure, ranging from whole class email/text notifications via the myHTPS management system to weekly school newsletters and Tuesday classroom folders. The Director of Student Activities relays information about upcoming events via Facebook, Twitter, and Instagram feeds. Parents may access grades, homework, and other course materials through myHTPS. Parent-Teacher-Student conferences, held twice a year, allow for further communication about student progress, providing individual time for goal setting and assessment. Parents and guardians are welcomed to the School. Opportunities include coffee and conversation, meet your teacher, parent orientation, class parties, weekly masses, school performances, athletic events, talent show, art showcase, and open-invitation school lunches. Parents actively participate on the School Advisory Council, sharing ideas and suggestions. Every grade has a specific Grandparent/Grand-friend Day, where students showcase their knowledge and make a personal connection with their guest. Students interact with senior parishioners in game activities, and seniors "sponsor" students through faith development.

The school's highly effective Parent Teacher Association conducts activities throughout the school year to raise money for school improvement and fund student/teacher celebrations. The Annual Walk, VIP event, Wellness Day, and Teacher Appreciation Luncheons are some ways that this partnership empowers students and teachers. Additionally, Holy Trinity Parish School sponsors parent education programs including Internet Safety, Drug and Alcohol Awareness, and Operation Parent.

Service learning is a key component of developmental curriculum at Holy Trinity Parish School. Through service learning opportunities, students learn about the community and the importance of giving back to positively impact society. Each grade sponsors a specific organization by devoting time, talent and treasure to provide assistance. Parent volunteers support the teachers as they interface with outside organizations. Some agencies supported by these endeavors include Dare to Care, Harbor House, Migration and Refugee Services, Ronald McDonald House, Sister Visitor, Little Way Pregnancy Resource Center, and the Schuhmann Center.

Professionals from the community enrich learning by sharing their expertise with students. Examples include Junior Achievement, where students learn economics and personal finance from professionals as well as local attorneys educating students on courtroom procedures during discussions of To Kill A Mockingbird. Additionally, medical professionals elaborate on lessons related to individual areas of expertise.

3. **Professional Development:**

Holy Trinity Parish School certified staff members engage in continuous professional development to enhance school-wide goals for student achievement. Each year staff exceed the number of professional development (PD) hours mandated by the Archdiocese. PD occurs at the school and community levels, as well as through attendance at state and national conferences. Grants have been obtained for teachers to attend conferences including the Columbia University Teachers of Writing and the National Whole Brain Teaching Conference. Teachers attend the Archdiocesan Summer Professional Development Institute and serve as PD session presenters. The art teacher has presented numerous times at the National Art Education Association. Presentations from community professionals are welcomed at faculty meetings, such as an audiologist presenting the rationale of sound amplification systems. Teachers have access to professional journals and view webinars including Teq: Professional Development for Teachers, Google Apps for Education, and Google Classroom. Adoption of new textbooks, innovative software, and curriculum changes result in additional training opportunities. Teacher representatives attend Archdiocesan training for curriculum revision and textbook adoption.

Four years ago, the school embarked on a 1:1 iPad initiative. The goal, which has been met, was to place a personal iPad in the hands of every student from 6th – 8th grades. Carts of iPads are accessible to all grade levels K-5. Sixteen teachers/administrators attended the iSummit Institute and thirty teachers/administrators attended the Lausanne Learning Institute. These professional development opportunities provided insight regarding integration of technology and 21st century instruction into the classroom. Web Wednesdays, after-school PD sessions, were developed to provide a forum for teachers to present innovative ways of using technology in the classroom. To implement the STEAM initiative the school is seeking funding for up to twenty teachers to attend the International Society for Technology in Education (ISTE) conference in the summer of 2017.

Realizing the importance of direct instructional coaching, a Writing Coach was hired for a period of two years to work directly with teachers as they implemented the Writer's Workshop model. The coach modeled lessons, provided resources, and gave feedback to enhance lessons. As a result, the continuity and fluency of writing has advanced sequentially and significantly from year to year.

Teachers meet weekly as a grade level team and bi-weekly with Administrative Team members to reflect on academic initiatives, adjust goals, review curriculum challenges, discuss concerns, and offer suggestions. Professional development is aligned with staff-identified goals and initiatives.

4. **School Leadership:**

The leadership style at the school can best be described as one of collaboration in which all stakeholders are represented. The leadership team consists of the Principal, Assistant Principal, Director of Student Achievement, Director of Student Activities, Director of Advancement, and Counselor. Stakeholders are called upon at various times by members of the leadership team, including teachers, staff, parents, and students. The Pastor and Associate Pastor are highly involved with the school.

The primary goal of the Principal is to ensure that programs, policies, resources, and relationships are focused on student achievement. As the catalyst for determining goals and objectives, the Principal delegates responsibilities to various members of the Administrative Team. Taking a holistic approach to leadership, the members of the Administrative Team meet weekly to coordinate and consult and ensure that all students and programs excel. Administrative team members serve on various civic and educational boards outside of the school, enabling networking with the greater community.

There are many opportunities for faculty members to serve in positions of educational leadership. Teachers serve as liaisons for departments, levels, School Advisory Council, Archdiocesan committees, and new teacher mentoring. Through a team effort entitled Share the Program, all faculty members serve on two committees. Several teachers have been educational presenters at local and national conferences and have returned to share their knowledge with local staff and others in the Archdiocese. Holy Trinity Parish School, as a front-runner in the 1:1 technology movement, hosted and trained over 150 teachers from the Archdiocese.

Parents share their personal and professional expertise in many ways. They serve in leadership roles on the School Advisory Council and Parent Teacher Association. Additionally, they give their time and talent as room parents, athletic and academic team coaches, sponsors for extracurricular activities, and classroom presenters.

Student leadership opportunities are available through the Big Buddy Program, Service Learning Program, Kentucky Youth Assembly, Kentucky United Nations Assembly, Student Council, We Day, and a recycling program. The school partners with local high schools, sending junior high students as participants in leadership days. At weekly Mass, students lead worship as lectors, servers, and musicians. Students produce and conduct a daily broadcast called WHTS. Students lead community charity drives to encourage a deeper understanding of social justice.

The focus of Holy Trinity Parish School leadership is serving one another and the community. Staff and students are empowered as they continue their paths as lifelong learners and leaders.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Holy Trinity Parish School strongly believes in the educational strategy of differentiated instruction. This philosophy for effective teaching is the blueprint for scheduling, classroom activities, and working with students on an individual level.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>5458</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2144</u>

5. What percentage of the annual budget is devoted to   <u>2</u>%
   scholarship assistance and/or tuition reduction?

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

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB/McGraw Hill

Grade: 3
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	81
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Terra Nova 3   **Grade:** 4
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	81
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Terra Nova 3   **Grade:** 5
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	63
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Terra Nova 3   **Grade:** 6
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	87
Number of students tested	77
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB/McGraw Hill

Grade: 7
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	76
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB/McGraw Hill

Grade: 3
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	81
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB/McGraw Hill

Grade: 4
Scores are reported here as: Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	81
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:**   Terra Nova 3   **Grade:**   5
Edition/Publication Year: 2011   **Publisher:**   CTB/McGraw Hill   **Scores are reported here as:**   Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	63
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Terra Nova 3   **Grade:** 6
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	77
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Terra Nova 3   **Grade:** 7
Edition/Publication Year: 2011   **Publisher:** CTB/McGraw Hill   **Scores are reported here as:** Percentiles

School Year	2015-2016
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	76
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: