

U.S. Department of Education
2023 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 Mrs. Maureen Goodwin

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

Official School Name Saint Bernadette Elementary School

(As it should appear in the official records)

School Mailing Address 2300 Clague Road

(If address is P.O. Box, also include street address.)

City Westlake

State OH

Zip Code+4 (9 digits total) 44145-4330

County Cuyahoga

Telephone (440) 734-7717

Fax (440) 734-9198

Web site/URL https://www.stbern.net

E-mail mgoodwin@stbern.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Frank O'Linn

E-

mail folinn@dioceseofcleveland.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Cleveland

Tel. (216) 696-6525

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 Father Philip Racco

(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 the current school year (2022-2023) 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, 2022 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 Students
PreK	71
K	31
1	36
2	32
3	36
4	36
5	38
6	39
7	36
8	32
9	0
10	0
11	0
12 or higher	0
Total Students	387

*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
 - 5 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 2 % 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 2021 - 2022 school year: ≤1%

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, 2021 until the end of the 2021-2022 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2021	390
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(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: 3 %

Total number students who qualify: 12

8. Students receiving special education services with an IEP: 4 %
Total number of students served 15

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 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>0</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</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. Students receiving special education services with a 504: 2 %
Total number of students served: 9

10. Number of years the principal has been in the position at this school: 4

11. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
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.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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 19:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	99%	99%	99%	99%	99%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

A Christ-filled learning community promoting faith, acceptance, service and peace.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.stbern.net/admission>

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

PART III – SCHOOL OVERVIEW

St. Bernadette Catholic School (SBS) is a vibrant, Christ-filled learning Community in Westlake, Ohio that opened as a five room school on September 15, 1950. With 70 years of academic excellence, SBS is a fully-accredited elementary school with two classrooms at each grade level, kindergarten through eighth grade, along with three preschool programs and various related-arts courses. Situated on a beautiful 25-acre campus, SBS houses well-maintained facilities with many amenities, including large air-conditioned and well-ventilated classrooms with newly installed Promethean ActivPanel Display systems. SBS currently instructs 387 students from preschool through eighth grade; serving students from 13 surrounding communities: 64% from Westlake, 22% from North Olmsted, and 14% from 11 other communities, including Rocky River, Fairview Park, Bay Village, and Cleveland.

The vibrancy of SBS greets visitors as soon as they enter through the front doors. The pride, enthusiasm and belonging each student radiates stems from the school credo: “with faith and education we thrive together.” Students absolutely thrive, not just academically, but socially, emotionally, physically, and cognitively because SBS teaches the whole child. This thriving community is reflected in the multi-generational legacy of the school as well as employment of dedicated teachers whose careers at SBS span decades.

SBS believes in teaching the whole child. This pedagogy includes development of academic success, social and emotional learning, physical well-being, and spiritual and moral direction. The key components to ensure the success of each student include high academic rigor, social emotional learning time planned into the daily schedule, at least one physical education class per week plus recess time for all students, and opportunities for service in the community throughout the course of the school year.

To uphold the standards of high academic achievement, the teachers use data to drive their instruction. For both struggling and excelling students, there are support systems set in place. The school mission includes the belief statement that “successful education requires the collective effort of the student, staff, parent, and community.” Teachers are not only trained, but empowered in differentiating instruction, implementing technology, and meeting the needs of the students. Enrichment opportunities such as the Math Madness program give students access to additional support and tutoring in mathematics before and after regular school hours. To adapt to the constant changes in technology and rapid rates of innovation, SBS constantly evolves within each classroom and curriculum to meet the needs of students.

Recognizing that a classroom with rows and rows of computers seemed archaic, especially since most students have access to a dedicated chromebook or iPad managed by the school, SBS opened a new Innovation Center in the spring of 2022. This lab provides students with access to hands-on, immersive experiences with technology. Students in all grades have access to a variety of current innovations including robotics, coding, 3D printing, and broadcasting. Since many students already interact with and navigate common technologies with ease, a focused technology teacher was added to the staff in the 2022-23 school year to provide adequate opportunities for students to flourish.

Responding to the evident social and emotional impact COVID-19 had on students, SBS implemented Morning Meetings during the 2021-22 school year. Each day starts with a 20 minute social-emotional learning (SEL) period that supports students emotionally and with building relationships among their peers and teachers. Activities range from yoga, to art projects, to team building games, quiet reflection and so on. Teachers are empowered to select and adapt their daily SEL lessons to cater to the needs and personality of their individual classroom. By taking time to foster the social and behavioral skills, the academic environment becomes more trusting, thriving, and productive.

To form our students into global citizens who are aware of current issues in our community and in today’s society, SBS promotes service as part of our school mission statement. Each month, new opportunities to take part in serving the community are presented to students and school families. These opportunities range from food donation drives and making cards for the elderly and homebound, to more involved activities such as serving meals at homeless shelters or fundraising for St. Baldrick’s Foundation, an organization that funds childhood cancer research. Moreover, students in grades six through eight are required to complete a

set number of service hours each year. Students can leverage school service opportunities, but are also encouraged to seek out causes that fall in line with their personal values and interests.

Facilitating 21st century learning, while staying true to the identity of a Catholic School, St. Bernadette School truly is a vibrant learning community rooted by 70 years of academic excellence. The school website promotes, “We are teachers, clergy, administrators and coaches. We are also parents, friends and family. We’re proud of our Catholic community and love that many families continue to be with us generation after generation.” This collaborative whole child approach to education empowers teachers and staff to innovate and adapt and ensures families that each child sent to St. Bernadette School will thrive.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At St. Bernadette School, reading is seen as the foundation of all learning. Students in kindergarten through eighth grade are immersed in literature-rich language arts classrooms. Teachers often leverage mainstream titles and age-appropriate topics and themes to peak interests and actively engage students in reading and language arts. Throughout all grade levels, reading instruction utilizes multiple modalities. Direct, whole group instruction along with small group lessons are implemented in all grades. Classrooms throughout all grade levels integrate a writer's workshop approach to strengthen each student's writing, reviewing, and communication skills. Teachers supplement the curriculum with a variety of resources and projects. Classroom libraries empower students to read at their own level by offering multiple genres and a range of Lexile levels. Constant innovation by reading and language arts teachers ensure lessons are engaging and relevant for students.

Teachers at all grade levels readily connect with learners. Younger students engage through projects like pumpkin book reports, where they select a favorite book to read and then design a pumpkin depicting the main character. Primary grades incorporate small group lessons combined with the text series to allow for an individualized approach to reading. Second grade teachers employ a thematic approach to help students make connections through a recurrent topic. Upper grades incorporate three novel studies per year and include group discussions, audio or video excerpts, and application of texts to current day or real-world situations. Extracurricular offerings further enrich reading and writing skills. Principal-led reading lunch groups, school clubs such as Power of the Pen and Power of the Pencil, and visiting guest readers all expose students to growth opportunities and various models of literacy.

The reading and language arts program includes the Ohio Learning Standards for English Language Arts and the Diocese of Cleveland English Language Arts Curriculum. Kindergarten through second grade teachers use the Foundations approach to ensure students acquire mastery of skills necessary for independent reading. Students in kindergarten through third grade also implement a language arts program composed of reading comprehension, vocabulary, decoding skills, and grammar for writing skills. Fourth and fifth grade students utilize a comprehensive text series along with their novel studies and informational texts to develop their reading, writing, and grammar skills. To enhance vocabulary acquisition, students in kindergarten through fifth grade engage in a weekly vocabulary study with the Sadlier Vocabulary Workshop series. Students in grades six, seven, and eight develop their reading skills and writing skills through the use of novels, textbooks, and online informational texts. To enrich their vocabulary acquisition, junior high students use the online resource, Membean, which offers an individualized vocabulary program. Additionally, grades three through eight implement the online reading comprehension platforms Commonlit.org and IXL, to provide individualized, online language arts practice.

Language arts assessments are both differentiated and ongoing. As a summative assessment, students in grades kindergarten through eight are assessed three times a year using the NWEA reading MAP test. MAP results provide data on student growth and help drive instruction. In addition, instructors implement project-based learning as a form of summative assessment. Projects include choice boards, art and writing exercises, and video creation. Projects are used either in place of tests or go hand-in-hand with traditional testing. On a weekly basis, formative assessments such as fluency checks, exit tickets, comprehension reviews, and literature circles are used to assess both progress and understanding of material. Technology also plays an important role, leveraging games like Kahoot, IXL, and Whoosreading.org to continuously determine each student's level of understanding.

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

At St. Bernadette School, the instructional emphasis in the mathematics classroom is on problem solving, persevering, reasoning, justifying answers, modeling, attending to precision, and collaborating with others.

For each lesson, the learning objectives are posted on the board where students see and understand the topic of the day. In each math classroom, students are busy applying lessons and practicing; not listening to a lecture.

The mathematics instructional content includes the Ohio Learning Standards for mathematics and the Diocese of Cleveland Math Curriculum. Students in grades kindergarten through fifth grade use the My Math series. In sixth and seventh grade, the math program is split into two courses. Advanced students in seventh grade are in accelerated pre-algebra. Eighth grade students are enrolled in Algebra I. An online geometry course is available to our highest performing math students who complete Algebra I in seventh grade. Students in Algebra I and geometry take the Ohio End of Course Exams and receive high school credit upon the passing of these exams. In addition to the textbook series, students use Simple Solutions for spiral review of standards, IXL - an online math program - and Hand 2 Mind Versatiles, which are math manipulatives.

Formative and summative assessments are used regularly by math teachers to gauge student understanding. Analyzing the specific data from these tests helps foster the learning for every individual student. Daily, teachers use formative assessment such as whiteboard practice, data from online games such as Gimkit or Kahoot, workbook practice, exit slips, and other in-class activities. Looking at formative assessments, teachers can make quick adjustments or revisit specific topics to ensure comprehension. Summative assessments include unit tests and larger projects; primarily summative assessments aim to reinforce key concepts. Three times a year students take the NWEA Math MAP assessment. Data from this assessment helps teachers identify areas of strengths and weaknesses.

Countless supplemental materials such as videos, games, mazes, guided notes, manipulatives, and demonstrations are used in addition to textbooks to engage learners. Each student has an individual whiteboard or a tabletop whiteboard to solve problems and show their work. The IXL online math program is leveraged to provide individualized learning. This program uses MAP test data to generate recommended topics for each student to complete based on their strengths and areas of improvements. In kindergarten through seventh grade, centers are regularly used in the math classroom. The centers offer students a variety of activities to explore topics. Some centers may be teacher-led or intervention specialist-led while others are independent work zones or partner activities.

In recent years, the math teachers at SBS have collaborated to implement a weekly before and after school program called Math Madness. Students in third grade and higher are welcome to attend in order to receive homework help, assistance on test corrections, or to relearn class material. This ongoing program is an extension of the regular school day. It is open to all students and provides an extra opportunity for math instruction. Beyond Math Madness, all teachers are readily available for extra help and provide consistent opportunities for students to better understand math concepts.

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

The philosophy behind science education at SBS reflects the belief that learning science is an inquiry-based process. At all grade levels, the overarching goal is for students to be scientifically literate citizens who understand the world around them: they are taught to inquire, explore, practice, apply and communicate.

The school houses a comprehensive science lab that contains materials for hands-on exploration and activities for grades kindergarten through eight. Constant acquisition of new tools such as hydroponic towers that allow students to experience the life cycle of seed to plant, year round, ensures science education is fluid and current.

The science program at SBS is rooted in a framework aligned with the Diocesan and State Standards. Grades kindergarten through eight use the text series ScienceFusion which offers two instructional paths: print and digital. These texts focus on the core content areas: Physical, Life, Earth, and STEM. When designing lessons, teachers begin with clear goals and expectations. Hands-on inquiry opportunities are aligned with standards. Students are provided time to engage with, reflect on, and investigate the natural world.

Teachers use a multimodal approach when assessing students' learning. This approach includes: pretests, exit tickets, traditional formative and summative assessments, and alternative and performance-based assessments in which students demonstrate their understanding of inquiry and the ability to inquire.

Northeast Ohio provides abundant learning environments for students. Annually, class lessons are enriched through visits to the Rocky River Reservation, Lake Erie Nature and Science Center, Cleveland Natural History Museum, and Great Lakes Science Center. Younger students benefit from trips to local orchards and nature centers as the culmination of a lesson in the natural world. Junior High science-related field trips span from hiking in the Rocky River Reservation to view traces of geologic history in the shale cliffs to venturing to the Great Lakes Science Center and learning anatomy through hands-on dissection of a pig heart. Junior High students take an overnight trip to Camp Christopher and participate in science fair events offered by local organizations.

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

The social studies curriculum at SBS integrates both traditional and modern practices to create a rigorous progression across grades and in-depth study within each grade. The social studies instructional content includes the Ohio Learning Standards for Social Studies and the Diocese of Cleveland Social Studies Curriculum. Students in younger grades learn from a curriculum that is organized thematically to the strands of civics and government, geography, economics, and history. Elementary students are encouraged to think outside of the box and support their thinking through hands-on and engaging learning experiences. For example, kindergarten students take part in their own election on election day for exposure to the voting process.

Both fourth and fifth grade social studies classes rely heavily on reading comprehension. Students complete guided notes in a class setting, small group setting, and individually. Students are assessed using online programs as well as customary methods of assessment including tests, essays, and projects. Fourth grade students complete many independent assignments including a state research project and presentation. Fifth grade students work on cross-curricular essays: requiring them to follow a standard writing process and to utilize text evidence to effectively compare and contrast different Native American groups.

The focus of coursework in sixth through eighth grade is to help students gain a better understanding of the historical process and how the world and its people have evolved into the civilizations that exist today. The courses rely heavily on complementary texts, primary source documents, and the development of analytical writing skills. Students engage in critical debates to further their knowledge of the content and build necessary skills for higher learning. Often, junior high students are presented with cross-curricular learning opportunities when world and United States history lessons bisect with topics taught in language arts or religion classes. Students are summatively and formatively assessed through exit tickets, essay writing, tests, and projects using both online programs and more conventional paper and pencil assessments.

Teachers at all grade levels supplement the traditional textbooks with online programs like Edulastic, GimKit, Kahoot, and BrainPop. Social studies classes enjoy using virtual reality goggles in order to enjoy the full experience of a virtual field trip.

1e. For schools that serve grades 7-12:

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

SBS has offered a fully-licensed preschool program since 2013, with full compliance from the Ohio Department of Education. The preschool program includes a developmentally-appropriate curriculum based on the Ohio Department of Education's Early Learning and Development Standards which align with the K-Grade 3 academic standards. A solid Catholic foundation and a love for learning is instilled in each child who enters each classroom. The curriculum is designed to suit the developmental needs of young children,

promoting their spiritual, social-emotional, and intellectual growth. It is center-based, using an integrated approach where learning occurs through active exploration and interaction in a hands-on environment.

In preparation for more formal instruction in the years ahead, focus is placed on language, reading, and writing. Students are taught to communicate effectively, develop their vocabularies, and comprehend age-appropriate texts. The full-day preschool program is wholly acclimated into the school environment: including lunch periods and all related arts classes. Social and emotional development is a key component of the preschool classes, as this development lays the foundation for a student's long-term academic and social success. Positive social skills are intertwined into all areas of learning. Rich learning centers that include physical activity allow for exploration and fine and gross motor development. The curriculum also focuses on healthy lifestyles, encourages healthful practices such as regular hand washing, and teaches critical life skills such as identifying safe adults.

The positive impact of the early education provided at St. Bernadette School's preschool is clear. Graduated preschoolers exhibit school readiness and success in their primary grades. On their Fall NWEA MAP Assessment in kindergarten, 92 percent of pre-K graduated students tested "At or Above Expectations" in math skills and 20 out of 24 students tested "At or Above Expectations" in reading skills. These numbers continue to grow through their primary education at SBS.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All students at St. Bernadette School, pre-K through eighth grade, are instructed in the visual and performing arts through weekly art and music classes that adhere to state standards. Additionally, extracurricular activities such as Band, Drama Club, and a biannual talent show are available for students.

Weekly art classes provide opportunities for learning visual arts and art appreciation through the introduction and instruction of elements of art and principles of design. Students create artwork through the use of various mediums. Concepts taught build from year to year, from learning the color wheel in primary grades to becoming proficient in 3-D perspective in the upper grades. Students learn the importance of patterns through the creation of tessellations and learn about various artists by creating representations of famous artworks and styles.

Music classes develop grade-level foundations for understanding and appreciation of music. Younger students learn basic principles of music through singing and movement. Recorders become an integral part of learning how to read music and play instruments. Upper grade-level students learn more in-depth music concepts and appreciation for genres of music from both classical and contemporary eras. Included in music class is an annual Christmas Concert: all students learn and perform traditional Christmas songs for an audience of parents, staff, and community members.

2b. Physical education/health/nutrition

SBS offers comprehensive physical education and health programs for students. Both physical education and health are teacher-led courses that adhere to the standards of the Ohio Department of Education; additionally, ongoing supplementary learning opportunities occur during and after the school day.

Physical education classes teach the value and of physical activity for health, enjoyment, challenge, self-expression, and social interaction. Students in pre-K through eighth grade attend physical education at least once a week for 36 weeks. Primary grade students focus on becoming physically literate in foundational motor skills and movement. Middle school and junior high students focus on movement and performance while learning to take personal responsibility for their social behavior. The overall instruction focuses on inclusivity: all students have an opportunity to take part in the class.

Health courses provide a solid understanding of how bodies work; empowering students to take care of and make informed decisions about their health and hygiene. Grade-level teachers integrate the health curriculum into science education each quarter. Projects, group discussions, field trips, and experiments are incorporated into health instruction, providing students with a real-time, hands-on understanding of health and well-being.

Lessons taught in health and physical education courses are substantiated through supplemental programs and activities. All grades take part in age-appropriate social-emotional lessons during daily Morning Meetings. Through a partnership with the Westlake Police Department, students in kindergarten through fifth grade take part in D.A.R.E. (Drug Abuse Resistance Education). This program focuses on educating students in the areas of safety, alcohol, tobacco, and drug use. Seventh and eighth grade students attend LifeAct, a suicide awareness class. Community dentists, doctors, and psychologists visit the campus to instruct students in topics like dental hygiene. After-school programs such as Girls on the Run, SEL Movement and Meditation, and the Kindness Club equally reinforce the importance of physical movement and overall wellness.

2c. Foreign language(s), if offered (if not offered, leave blank)

Spanish instruction at St. Bernadette School is animated, cultural, and well-rounded. Rather than emphasize memorization, the teacher uses collaboration as a teaching tool to help students break down grammar and understand the language. Students complete special projects, such as research on Latin American countries and dialogues, in order to practice speaking in Spanish with one another. To add variety to the class instruction, discussion boards and games are used to keep students engaged.

The Spanish instructional material in place is Voces, which is an interactive curriculum. It includes reading and listening through both electronic assignments and a physical workbook. Question types within the program are varied to give the students an opportunity to read, write and think in Spanish.

Students in sixth through eighth grade participate in this Spanish foreign language program. Each grade attends Spanish twice a week during the regular school day. Over the course of three years, students learn the high school Spanish I curriculum. Distributing the curriculum over three consecutive years allows students to better comprehend the vocabulary, grammar and mechanics, and ultimately start speaking in sentences in the Spanish language. As students transition into high school, they have the opportunity to test out of Spanish I for placement in higher-level Spanish courses.

2d. Technology/library/media

While technology and general reading skills are integrated throughout the pre-K through eighth grade curriculum, weekly library sessions and technology courses further enrich these aptitudes. Collaboration between grade-level teachers, library staff, and a dedicated technology teacher ensures these weekly offerings are closely aligned to current lessons, standards, and needs of each grade.

For the whole school year, each grade attends weekly technology classes led by a dedicated technology teacher. Students learn age-appropriate technology skills and investigate the impact technology has on both self and society. Skills like problem-solving, design-thinking, creativity, and data analytics are developed using tools such as: coding programs, keyboarding games, robotics, a broadcasting center, 3-D pens and printers, and virtual reality headsets. Held in the newly upgraded Innovation Lab, technology classes are hands-on, interactive, and collaborative.

The school library is a welcoming space, filled with comfortable reading chairs and collaborative spaces for group projects. Students in pre-K through fifth grade attend weekly library sessions where they enjoy a read aloud followed by open discussions or focus on a literacy strategy, such as research. Older students independently visit the library during support periods for assistance with research or to peruse the bookshelves. All students can check out books for coursework and personal reading.

2e. Any other interesting or innovative curriculum programs you would like to share

Each school day starts with classrooms tuning in to watch live-streamed morning announcements. Morning announcements are coordinated by the school technology teacher and enable students to take the lead in content creation, production, and delivery. Students in junior high serve as the news anchors, broadcast technicians, and on-site reporters. As students become experts in the technical facets and production areas, they train new students to master all the on-screen and behind-the-scenes aspects of video announcements.

Morning announcements follow a fairly standard pattern. Each broadcast begins with the school prayer and the Pledge of Allegiance; classrooms stand and participate, unifying all students under faith and patriotism. News anchors update the school community on school news and events, share the lunch menu for the day, and recognize special holidays, student and staff birthdays, and any other noteworthy achievements. Special segments appear throughout the year, such as “Kindness Corner” where students in third and fifth grade recommend different ways to spread acts of kindness. Interviews are held throughout the school campus to commemorate special events and keep the student body engaged. School administrators and the parochial vicar make appearances to share special information with the student body or to sit for student-led interviews.

3. Academic Supports

3a. Students performing below grade level:

Early screening processes help teachers identify students performing below grade level. During the first month of school, the Title I teacher screens students in kindergarten through second grade by administering the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This gives teachers a baseline snapshot of students’ abilities. Two additional DIBELS assessments are given in the winter and spring to assess growth. First and third grade students take CogAT to evaluate general reasoning skills. Annually, all grade levels take the NWEA MAP Assessment in September, January and May. These assessments, along with classroom data and observation, help identify the different academic needs of students.

Students identified as performing below grade level are monitored through the Response to Intervention (RTI) protocol. Student data is collected and entered into an RTI spreadsheet noting which interventions are being used: Tier 1 or Tier 2. This information is entered by the Title I Intervention teacher and maintained by classroom teachers. The Title I teacher and support tutors meet with grade level teams weekly to discuss student achievement and continuously determine when to initiate an intervention and when to discontinue an intervention.

Students requiring specific interventions often receive them in the classroom. This enables students to learn from the lead instructor and still interact with peers. Additional resources are implemented tailored to individual learning levels. For example, the online program IXL is utilized in kindergarten through eighth grade; IXL offerings are personalized per student based on MAP testing, Lexile levels, skill mastery, and diagnostics.

Primary grade students are provided with a tutor and Title I teacher to support early reading and math skills. An upper elementary school tutor works with students in grades five through eight. Students may work one-on-one with the tutor as part of a Tier 2 intervention or meet in tiered small groups to receive additional instruction. Students receiving Tier 2 interventions and not exhibiting growth are referred for evaluation for special education services.

3b. Students performing above grade level:

Leveraging assessment data along with classroom observation, students’ academic aptitude and gifted abilities can be identified. Students who score highly on tests such as MAP and CogAT are given opportunities for enrichment and additional learning.

In primary grades, students who excel in the area of math, meet with an enrichment teacher twice a week to receive lessons to enable these students to grow and progress forward. Beginning in fifth grade, a two track math program, regular math and advanced math, is offered. Students on the advanced math track are offered

PreAlgebra or Algebra 1 in seventh grade and Algebra 1/Geometry in eighth grade. Students that complete Algebra 1 or Geometry while at SBS can earn high school credit with the passing of the Ohio State Test that measures student progress toward Ohio's Learning Standards.

While certain classes, such as math, may offer advanced and traditional instruction, most classes make adjustments for different learning levels within the day-to-day curriculum. Centers and supplemental resources provide individualized learning. The online program IXL offers personalized content per student. As students complete IXL segments, the program continuously adapts to provide material and skills congruent with their individual aptitudes. IXL allows for advanced students to grow academically at their own pace.

3c. Students with disabilities:

Services from an intervention specialist, speech pathologist, or psychologist are available for students that have been identified with a disability. These are implemented based on their Individualized Education Plan (IEP). The specialists work in collaboration with the administration, teachers, and parents to ensure that all students are afforded an appropriate education.

Classroom instruction is designed to meet the needs of students in the least restrictive environment. Teachers may offer flexible seating options, classroom-friendly fidgets, and other accommodations to engage students within the general education classroom. Most often our intervention specialist supports student learning within the classroom. Other times, if necessary, small groups or individuals may receive direct instruction outside of the general education classroom.

Accommodations are provided based on each IEP. For example, during MAP testing students may take the test in an alternative setting based on their individualized plan; however they do not receive alternative assessments. The school's speech therapist meets with students in small group settings or one-on-one per each IEP. Students with a behavior plan or Service Plan (504 Plan) meet weekly with a school psychologist. The psychologist collaborates with the general education teacher(s) to ensure appropriate support is provided to help students meet their goals. SBS employs a guidance counselor who works with the psychologist and teachers to implement appropriate support for individuals. Additionally, the guidance counselor can provide whole group instruction or one-to-one counseling in the area of mental health and social emotional learning

The Special Education staff at St. Bernadette School collaborates and communicates with students, teachers, and families to ensure that all students are being provided with an appropriate education that enables them to meet success.

3d. English Language Learners:

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The size of SBS allows all students to truly be recognized and seen as valued members of the school community; students are encouraged to nurture their unique talents to become the best versions of themselves. Engaging students on varying levels: academically, emotionally, and socially, imparts a sense of acceptance and belonging and serves as the springboard for development of the whole child.

Engagement and awareness of others are promoted through several on-going programs and traditions at SBS. One example is the Prayer Partner Program. Students from upper grades are paired up with students in the younger grade levels. Originally implemented for celebrating weekly school masses, this program has evolved into participating in activities together like book buddies, volunteering, and art projects. Quarterly pep-rallies, field day, and other long-standing school-wide events further engage students in the climate and culture of SBS. These gatherings are fun, energetic and infuse school spirit in the student body. Connecting students across the grade levels in small groups and as a whole gives each student a sense of belonging and ownership in the school community.

Good behavior, academics, and extracurricular achievements are recognized and encouraged through different reward systems. In grades kindergarten through third, the tool Class Dojo is used to recognize good behavior, acts of kindness, and classroom performance. Grades 4-5 award Bulldog Bucks to students observed making good choices, exhibiting leadership or kindness, and excelling academically. During Junior High, age-appropriate rewards and recognition are determined by each teacher as motivators to keep students engaged. School-wide, an Honor Roll commends students who maintain certain grade point averages, emphasizing the importance of overall academics. Art displays, band and choir performances, a talent show, and sneak previews of the school play recognize students' achievements outside of the classroom.

In response to the COVID-19 pandemic, SBS introduced a hybrid learning option for the 2020-21 school year, allowing every family to choose either remote or onsite learning options for students, based on each family's individual needs and preferences. Students learning remotely connected to classroom live-streams, accessed course materials via Google Classroom, and regularly engaged with peers through online tools and games. Students attending in-person adapted to increased health precautions such as mask-wearing, additional sanitation practices, and social distancing precautions. This flexible hybrid model empowered families to switch between onsite and remote learning due to circumstances such as illness, exposure to the virus, and fluctuating risk levels. The adaptive offering of hybrid learning at the onset of the school year helped to avoid academic regression and ensured students were actively engaged, whether in-person or online.

2. Engaging Families and Community:

St. Bernadette School can boast of a strong community that extends well beyond the campus on which the school and parish buildings reside. The relationship between the extended community and the school is symbiotic, teaching the students that to give goes hand-in-hand with receiving.

Each month, fundraisers, collections, and events are held to provide various types of outreach for the community. Food drives, penny wars, and other homeroom challenges help to bring in food or monetary donations for those in need as identified by verified organizations. Additional activities include making cards and crafts for veterans, first responders, nursing homes, and parish shut-ins. The focus is that although SBS is a small community, outreach can have a broad impact.

Community engagement is critical for SBS. As a private school, the generosity of families, neighbors, and local businesses helps to keep the school in top condition. The school has an Endowment Board that exists solely to ensure the longevity of St. Bernadette and the affordability of education. Endowment has funded various renovations and initiatives for the school. Individuals and legacy families contribute to the upkeep of

the school gardens and campus and donate to enhance the school library and athletic offerings.

Family engagement is a key factor in the success of the school and students. Students take pride in showcasing the school and that pride readily transfers to their families. Families visit SBS for typical school activities, but are also invited to attend special events such as Grandparents/Special Guest day, Mornings with Mom, Back to School Night, and Open House. First-hand experience of SBS fosters confidence for families in their choice of school.

SBS has cultivated a vital relationship with the City of Westlake. This relationship creates a healthy connection between the students and the police and fire force and encourages students to be more civic-minded. Annually, the City of Westlake Police Department instructs students in their D.A.R.E. program; students learn directly from police officers. This relationship with the Police Department goes beyond D.A.R.E. The police department provides resource officers to ensure the school is sound and teachers are prepared for emergencies, including the unfortunate reality of active shooters.

SBS relies heavily on extended community and family support to maintain and grow the school facilities and campus. This same support helps to keep the students safe and the school thriving. Maintaining community relationships is a two-way street: students learn this lesson through volunteering in and serving the community that supports SBS.

3. Creating Professional Culture:

The professional climate at St. Bernadette School is one where teachers truly feel valued and respected. This climate has been set by a strong school administrative team that recognizes each faculty and staff member not simply as a professional educator, but as a person. The principal and vice principal are quick to support staff members by substituting in classrooms, assisting in lunch or recess duties, offering recognition for a job well done, and providing support when life outside of school is demanding. This leadership by example establishes a collaborative working environment for faculty and staff.

The approach to professional development (PD) is to provide PD opportunities based on the feedback and needs of the teachers. When teachers and staff are able to choose professional development that is personally interesting to them and helps them further their career, employees stay more motivated and eager to learn. Administration attempts to furnish funding for seminars and courses whenever possible and often finds creative ways to provide critical or required PD to the whole staff.

Whole group PD consists of training that is directly applicable in the classroom and relevant to the technology and tools that are currently in place. For example, when the school rolled out a new learning management system, there were two separate training days to attend as a whole group and also additional learning sessions available on an as-needed basis. This enabled employees that may need more support with technology to get the assistance required to master the new system.

In addition to formal professional development, professional learning communities (PLCs) have been created throughout the building. PLCs are divided by grade bands: K-2, 3-5, and 6-8. Teachers in these groups meet weekly to collaborate on strategies, plans, learning tools, and ways to better day-to-day tasks. A team of administrators and teachers that make up the Building Leadership Team (BLT) meets monthly to discuss upcoming events and resolve problems. The BLT members serve as liaisons between the PLCs and the administrators. This team creates a positive flow of communication throughout the building.

Optional social events provide opportunities for faculty and staff to engage outside of the walls of SBS. Staff dinners, team-building events, wellness sessions, and occasional happy hours are ways to build relationships and rapport among staff members.

Strong school leadership lends itself to a positive climate for the teachers and staff members. Employees at SBS are connected, not simply through a shared employer, but through a shared ownership of the school mission and direction.

4. School Leadership:

The leadership philosophy at SBS is based on building collaborative relationships to meet the ultimate goal of providing the best learning environment for students and working environment for teachers. To achieve this, sound relationships between staff, teachers, administration, families, and stakeholders are essential.

Officially, school leadership consists of a principal and vice principal; however as a Catholic school, leadership also includes the parish pastor and parochial vicar. The principal provides direction for the school community, communicates with parents and stakeholders, meets with auxiliary departments to ensure needs of all students are met, and also organizes grant applications and the allocation of federal and state funds. The assistant principal focuses on discipline, communication with staff, and marketing and social media. The pastor oversees finances, administration, and employment; both the pastor and parochial vicar influence faith development. Weekly, the pastor teaches an eighth grade religion lesson. The parochial vicar provides formal and informal religious instruction for all students, assists with music classes, leads youth group sessions, and occasionally joins students on the playground during recess. This administrative team leverages the strengths of each member to establish sound leadership for SBS.

Leadership at SBS is not limited to official titles or tenure: faculty members and families are actively engaged in the leadership of the school community. The Building Leadership Team, consisting of five lead teachers from different grade bands, allows for continuous improvement of school procedures. Academic Performance and Catholic Identity teams consist of one teacher from each grade level. They play integral parts in analyzing student and school-wide data and causality to select evidence-based strategies to be implemented in order to continue to move the school in a positive direction.

Parents help guide the direction and leadership of SBS. The Parent Teacher Union (PTU) provides volunteer and financial support for the enrichment of students. PTU works closely with administration and teachers to provide supplementary educational programs and fulfill classroom needs. During the pandemic a steering committee of teachers and parents in medical professions assisted administration in decision-making for reopening the school; this committee continues to help guide safe practices and ensure the most current protocol is in place.

SBS is run by a solid administrative team, but the leadership of the school goes beyond titles and roles. It is a cooperative effort of the faculty and staff, families and stakeholders. The principal and vice principal lead by example and assist wherever needed. They can be seen substituting in classrooms, volunteering with the PTU, and attending extracurricular events. This collaborative leadership style cultivates an environment aligned with the school tenants of faith, acceptance, service, and peace.

5. Culturally Responsive Teaching and Learning:

Ultimately, despite what makes each child different and unique, all students look for a sense of belonging within their school community. The word “acceptance” is built into the school mission statement and visible on school branding. St. Bernadette School promotes a school community where every child is valued and respected. All students are welcomed and are treated as an integral part of the school community.

All students are encouraged to share their life experiences, traditions, and beliefs, formally or informally with each other; specifically, students from different countries, including refugee students, have given presentations, brought in items to display, and offered their perspectives during classroom discussions. During a lesson in religion, one student brought in a copy of a baptism invitation that was written in Arabic to read to the class. Maintaining collaborative and open classroom environments bolsters each student’s unique voice and gives all students a more empathetic and global perspective.

SBS faculty and staff coordinate with families experiencing challenges due to cultural and socioeconomic differences to help students succeed academically, socially, and emotionally. In the instance of refugee families, teachers collaborate with hosts and family liaisons in order to provide refugee students tools to succeed at school. For families that have recently immigrated, standardized testing may be offered in their native language and extra time or focus may be given to help students and parents understand concepts that

might be unfamiliar. Students from lower socioeconomic backgrounds are provided resources such as daily hot lunches, school uniforms, field trip fees, club fees, and spirit wear, enabling them to fully participate in all activities during the school day.

Physical differences and diverse health considerations are embraced by students and faculty at SBS. Enrollment includes students with physical differences such as alopecia and spina bifida, as well as students with specific health considerations, including Celiac disease and epilepsy. Typically, students want to share their differences and experiences with peers. Parent-led discussions and student-led presentations give classmates the opportunity to learn about differences and ask questions in a safe, respectful environment.

All students needing specialized educational plans and accommodations are instructed using inclusion services in the regular classroom with any needed instructional support or are pulled out for more specialized one-on-one lessons. At any time, a student or parent may request additional educational and emotional assistance. Teachers, aides, administrators, nurses, and a school guidance counselor are readily available to bridge any challenges faced.

Although the surrounding population of SBS appears fairly homogenous, within the walls of the school exists a student body composed of a variety of academic, physical, socioeconomic, and cultural differences. Aligned tightly to the school mission of acceptance, all students are warmly welcomed into the school community.

PART VI - STRATEGY FOR EXCELLENCE

St. Bernadette School uses multiple strategies to ensure the success of the school, however, the most effective practice implemented is collaboration. Collaboration in simplest terms is working together towards a common goal, and it is clear to see collaboration at work in all levels within the school community.

Collaboration starts from the top down: administrators have placed importance on connecting with other schools and principals within the Diocese of Cleveland. Working with other professionals across Northeast Ohio allows for classroom practices to continually be refreshed. Teachers from multiple schools come together to attend professional development and share ideas. Group projects among teachers include re-designing the curriculum. These professional learning communities collaborate throughout the school year and have been noted as one of the most valuable professional development opportunities.

Because teachers are well-practiced in collaboration, they effectively model this skill to the students. Group work is not confined to individual classrooms; older students partner with younger students for reading and art projects, volunteer opportunities, school-wide field day teams, and practicing faith. Extracurriculars such as drama club, girls on the run, and eager engineers welcome students across grade levels, offering countless opportunities to collaborate. C.A.K.E (community action kid's edition) club is a service-based group run by parents and teachers that provides students at all grade levels with community-based service experiences.

The Parent-Teacher Union (PTU) and St. Bernadette Athletic Association (SBAA) are successful parent-led collaborations at SBS. These organizations provide programming and funding that fall outside of the typical scope of school administration. PTU works closely with families, administration and teachers, to provide supplementary educational programs, run community-building events, fulfill classroom needs and welcome new families to SBS. SBAA manages sports programs and fosters recognition for varying levels of student athletes. SBAA encourages students to be "bulldog strong" in honor of the school mascot. The collaboration between the school, PTU, and SBAA yields a community connected through Catholic education, events, and athletics.

Parishioners and former school parents also collaborate in support of SBS. Volunteers from the Knights of Columbus lead a robotics program for 6th grade students. Alumni and community members are invited to present on life experiences or career choices. An independent Endowment Fund provides annual financial support for tuition, renovations, and enhancements to the school or curriculum.

At St. Bernadette School collaboration is driven by the belief that the education of the child is whole when the parents, the school staff, and the community at large are involved. Daily, the collaborative efforts of the varying groups and individuals can be observed. The school motto is "with faith and education we thrive together." The key to the ongoing success of SBS is collaboration: we thrive together.

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? \$5923
(School budget divided by enrollment)
4. What is the average financial aid per student? \$305
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 12%

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 (2021-2022)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)