

THE LAUREL

*A campus publication celebrating
Sacred Heart Schools*



*Build community wherever you go.
-Angela Merici, 5th Counsel*

THE LAUREL

2019

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OUR MISSION

Sacred Heart Schools, a Catholic community rooted in the Ursuline tradition, inspires diverse learners to become globally minded, compassionate leaders.

OUR VISION

To be an internationally recognized Catholic school that inspires students, empowers faculty and transforms the world.

OUR VALUES

Community, Leadership, Reverence, Service

DIVERSITY AND INCLUSION

Sacred Heart Schools, through our common connection as members of God's family, celebrates diversity and reverences all people. Our inclusive culture enables all students, faculty and staff to develop and thrive while sharing their God-given talents.



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Dr. Cynthia R. Crabtree, President

“Our students are receiving a world-class education that will position them to become world-ready leaders.”

With 2018 in our rear-view mirror, we pause to focus on our accomplishments and good works and ensure Sacred Heart Schools moves forward in a fashion that continues to inspire and empower our young learners.

We’ve reached the halfway mark in our five-year strategic plan, **Angela’s Vision 2016**, and you’ll see throughout the pages of this magazine, much has been accomplished with regards to the goals and objectives of the strategic plan and progress continues in all areas.

At Sacred Heart Model School, with the awarding of the National Blue Ribbon of Excellence, we see engaged and empowered faculty providing a world-class International Baccalaureate (IB) education. The Level 8 Service Learning Project is empowering our students to make a positive difference in the lives of others and in the world around them.

Sacred Heart School for the Arts celebrates 50 years of bringing arts education to our students and the Louisville community. Under the leadership of our new Executive Director, Andrea Diggs, new opportunities for all have been created, including inclusive dance ballet classes, sensory-friendly performances and performing arts education offered at satellite schools throughout the Jefferson County Public School system.

At Sacred Heart Academy, 2018 saw the announcement of a donation by the Al and Barbie Horton Family to expand services offered through our Learning Differences Center at Sacred Heart Academy. The Horton Family Accessible Education Center will help SHA accommodate the more than 125 students with documented language-based learning differences, ADD, ADHD, Anxiety and more.

The Academy also continues to promote diversity and inclusion through the King Scholars Program and welcomed back 65+ King Scholar graduates to a dinner celebrating their success both in the classroom and out in the world where they are learning, working, leading and promoting positive change.

Sacred Heart Preschool continues the legacy of the Ursuline Sisters by inviting the Sisters on campus for monthly visits and activities. Each preschool room has at least one adopted Sister and the friendship shared between the Sisters and our littlest of learners is inspiring. SHP also celebrated Francesconi Award of Integrity recipient, teacher Lauren McNerney Stinnett, SHA ’91. Lauren is a shining example of our core values in action.

Sacred Heart Schools also saw great advancement in the Jean Frazier Leadership Institute programming and continued the process of becoming an IB World School District with candidacy for the Primary Years Programme (PYP) at both SHP and SHMS, as well as candidacy for the Middle Years Programme (MYP) at SHA. Our students are receiving a world-class education that will position them to become world-ready leaders.

I look forward to what this next year holds for Sacred Heart Schools and hope you join me in celebrating the Community, Leadership, Reverence and Service we are building, one heart at a time.

With Gratitude,

Dr. Cynthia R. Crabtree
President | Sacred Heart Schools

WELCOME TO SACRED HEART SCHOOLS

Sacred Heart Schools is a community of Catholic schools, sponsored by the Ursuline Sisters and dedicated to educating the whole person in academics, arts, athletics and spirituality.

Four schools. One campus. Nearly 2,000 students, faculty and staff striving to live the Ursuline Core Values of Community, Reverence, Service and Leadership.



Since 1877, Sacred Heart Academy has helped young women become world-ready leaders through a diverse, customizable high school experience. SHA achieved International Baccalaureate (IB) World School status in 1997 and continues the tradition of excellence today. SHA offers the prestigious Diploma Programme (DP), and is currently a candidate school for the Middle Years Programme (MYP). We are proud to provide a continuum of international education for all students at all grade levels. A challenging curriculum is paired with individualized student support, including support for students with diagnosed learning differences. Last year’s graduating class earned over \$29 million in college scholarships. Daily arts integration, a winning athletic tradition and a foundation of Catholic faith round out the complete high school education, propelling graduates to success in college and beyond.

36 AP AND IB COURSES
27 AVERAGE ACT SCORE
\$29 MILLION IN COLLEGE SCHOLARSHIPS CLASS OF 2018
88 TEAM STATE CHAMPIONSHIPS
60+ STUDENT TEAMS, CLUBS AND ACTIVITIES
\$1 MILLION IN FINANCIAL AID AND SCHOLARSHIPS AWARDED TO STUDENTS IN 2018-2019



For over 90 years, Sacred Heart Model School has set the standard for K-8 Catholic education, combining its rich tradition of success with innovative best practices. On average, across all areas tested, SHMS students test between 11 and 12% higher than other Archdiocesan schools in Louisville. More than accelerated academics, SHMS supports the education of the whole person by integrating arts into daily learning, introducing world languages early in elementary years and remaining true to its Catholic identity through faith formation and stewardship. Students in grades 6-8 take part in the fully-accredited International Baccalaureate Middle Years Programme (MYP). SHMS is a candidate school for the International Baccalaureate Primary Years Programme (PYP), making it the only Catholic school of its kind in the state of Kentucky.

TERRA NOVA TEST SCORES
11-12% HIGHER THAN THE LOUISVILLE’S ARCHDIOCESAN AVERAGE
9:1 STUDENT-TEACHER RATIO
ONLY PRIVATE ELEMENTARY/MIDDLE SCHOOL IN LOUISVILLE TO BE NAMED
IB WORLD SCHOOL MIDDLE YEARS PROGRAMME (MYP)
13 SEASONAL SPORTS, SOME OPEN TO STUDENTS AS YOUNG AS KINDERGARTEN



Celebrating over 50 years of excellence in early childhood education and beginning with our Toddler Education Program for children ages 1-2, Sacred Heart Preschool’s child-centered learning environment promotes all students’ social, emotional, academic, spiritual and physical growth. During the preschool years (ages 3-5), we offer the choice between two equally impressive models of early childhood education in our Montessori and International Baccalaureate (IB) Primary Years Programmes (PYP). Our learning and teaching approaches pull from a variety of early childhood theorists including Maria Montessori’s emphasis on respect for the child and environment through self-directed learning that utilizes all the senses, and the dynamic cycle of inquiry, action and reflection that is integral to the IB PYP philosophy.

AGES
1-5
MONTESSORI AND IB PRIMARY YEARS PROGRAMME (PYP) TRACKS FOR AGES 3-5
FLEXIBLE SCHEDULE OPTIONS AS EARLY AS 7AM ARRIVAL AND AS LATE AS 6PM DISMISSAL



This year, Sacred Heart School for the Arts celebrates 50 years of excellence in arts education. SHSA’s after-school offerings, open to the entire community, are available in dance, drama, music and visual art. Whether hip-hop dance, vocal music coaching, drama productions or studio art enrichment, students can grow in their creative talents or discover a new passion altogether. All students, regardless of level of expertise, are provided the opportunity to showcase their work in a performance, recital or exhibit each semester. View the entire SHSA course catalog and register online at shslou.org/shsaregister. Did you know that many of SHSA’s talented faculty also provide much of the arts integration to students at Sacred Heart Preschool, Model School and Academy?

DANCE, DRAMA, MUSIC AND VISUAL ART
12 MUSIC STUDIOS
ART AND DESIGN STUDIOS, TECHNOLOGY LAB, CLASSROOMS, COSTUME SHOP & TECHNICAL THEATRE WORKSHOP
PREMIER FACILITIES WITH **2,288 SQUARE-FOOT** BLACK BOX PERFORMANCE SPACE AND SEATING FOR **500+** AT THE URSULINE ART CENTER



IB is for everyone.



Forward-thinking, future-looking and globally-focused, Sacred Heart's International Baccalaureate (IB) Programme is a comprehensive, inquiry-based approach to learning that benefits every classroom and every student. IB creates critical, creative and reflective thinkers who are prepared for life. IB assures that Sacred Heart provides world-class learning for world-ready leaders.



SACRED HEART SCHOOL FOR THE ARTS
CELEBRATING 50 YEARS OF CREATIVITY



***Sacred Heart
School for the Arts
celebrates 50 years
of students taking
center stage***

Through campus-wide arts integration in our schools, as well as classes for youth in our community and outreach to satellite schools, SHSA has been bringing the arts to the forefront in our community for 50 years. Shepherding the school into the next 50 years of arts education is new Executive Director, Andrea Diggs. Andrea, a classically-trained pianist, received her Bachelor of Music Education from Murray State University (piano/voice) and Masters of Music Piano Performance and Pedagogy from the University of Louisville. Andrea's extensive experience, both behind the scenes and onstage, is an asset to our organization, and we welcome her ingenuity and leadership. Here's to another amazing 50 years!



SACRED HEART SCHOOL FOR THE ARTS
CELEBRATING 50 YEARS OF CREATIVITY



***Sacred Heart
School for the Arts
Dance Department
welcomes all***

Sacred Heart School for the Arts is committed to creating a positive, creative environment that promotes a love of the arts to students of all abilities. To this end, the school initiated an inclusive dance program this year for all children interested in ballet, including students with differing needs like those on the autism spectrum, and those with Cerebral Palsy, Down Syndrome and other mobility needs.

In addition to the inclusive dance program, Sacred Heart School for the Arts hosted the first sensory-friendly performance of *The Nutcracker* in 2018. The performance was a bit shorter and triggering scenes for those with sensory processing needs were omitted. The house lights remained on and guests were encouraged to move around and make noise as needed. The show was such a success that SHSA will provide a sensory-friendly performance for each each of its ten shows in the 2019-2020 season.



SACRED HEART SCHOOL FOR THE ARTS
CELEBRATING 50 YEARS OF CREATIVITY



***Sacred Heart
Preschool and
Model School
gain high-tech
music advantage***

Sacred Heart School for the Arts instructor Lydia McCracken teaches music at Sacred Heart Preschool and Keyboarding to levels K-3 at Sacred Heart Model School. With the recent procurement of four new digital pianos, her keyboard lab is reaching new heights. The bluetooth connector on each keyboard allows McCracken to simply tap her iPad and hear any student in the classroom from her headphones. It also allows her to pair students together so they can hear one another in practicing duets or learning the same repertoire in small groups. In addition to the keyboards, a new Smart Board was installed so the interactive music software can be used across all levels. These advancements are music to our ears!



SACRED HEART SCHOOL FOR THE ARTS
CELEBRATING 50 YEARS OF CREATIVITY



***Sacred Heart
Schools and
satellite
schools
benefit from
arts education***

We are so blessed to have Sacred Heart School for the Arts as a member of Sacred Heart Schools because it allows for integrated, campus-wide arts education. On a daily basis instructors from SHSA are all over campus, in every school, inspiring our students and broadening their horizons. For example, at Sacred Heart Preschool the SHSA Visual Arts instructor often pairs literature with the students' art projects. This exploration of knowledge across a range of disciplines is one of the tenets of our IB educational paradigm.

Recently, SHSA broadened efforts to include community outreach in the form of arts classes at satellite schools in the Jefferson County Public School system. This past fall students at Brandeis, Chenoweth, Blue Lick, Hazelwood, Indian Trail and Englehard Elementary Schools and W.E.B. Dubois and Nativity Academy Schools had the option of taking a variety of before- and after-school classes including ballet, tap, drama and visual arts, broadening the idea that we are all artists at HEART.

2018 NATIONAL
**BLUE
RIBBON**
SCHOOL OF EXCELLENCE



SHMS was one of only 49 Catholic/Private schools across the country selected as a National Blue Ribbon School of Excellence.

 **Sacred Heart**
MODEL SCHOOL
Learners to Leaders



Nationally Recognized

In October of 2018, U.S. Secretary of Education Betsy DeVos announced Sacred Heart Model School as a National Blue Ribbon School of Excellence for 2018, one of only two Louisville schools honored. The recognition as an *Exemplary High Performing School* is based on SHMS’s high overall academic performance as measured by state assessments or nationally-normed tests.

The coveted National Blue Ribbon award affirms the hard work and dedication of our administrators, faculty, staff, parents and students. Three hundred and forty-nine schools in 47 states were honored nationwide, with only 49 of those being parochial or private schools. At the heart of the Model School’s success is the International Baccalaureate (IB) Programme which naturally supports the four areas of 21st century learning– collaboration, communication, critical thinking and creativity– lending to student success in the classroom and out in the world. Our educational spaces are active, student-centered, inquiry-based environments where students are challenged to take academic risks to develop their research, writing and critical-thinking skills.

Of the distinction, principal, Dr. Michael Bratcher adds, “I am incredibly proud of our administrative staff, faculty and students for achieving this great honor. At Sacred Heart Model School, we are providing world-class learning and producing world-ready leaders.”

This is the second time SHMS has received the prestigious award, with the last time being in 2001. Dr. Bratcher and Ms. Mullen traveled to Washington D.C. in November to formally receive the award, and the school celebrated with an assembly and blue-themed activities and treats.

“I’m pleased to celebrate with you as your school is named a National Blue Ribbon School,” said U.S. Secretary of Education Betsy DeVos in a video message to the honorees. “We recognize and honor your important work in preparing students for successful careers and meaningful lives. Congratulations on your students’ accomplishments and for your extraordinary commitment to meeting their unique needs.”



Honor and Integrity

The Francesconi Award of Integrity was established in May of 2003 by the Sacred Heart Schools Board of Trustees at the end of Charlie Francesconi’s tenure as president. It is given annually to one employee who has contributed significantly to the school and/or Louisville community and enriches the lives of others by living the mission of Sacred Heart Schools. The recipient’s integrity is demonstrated through daily interaction with others, and brings distinction not only to his/her campus entity, but to the entire Sacred Heart Schools community.

At the annual SHS Commissioning Service, Dr. Crabtree presented Sacred Heart Preschool teacher Lauren McNerney Stinnett, with the 2018 Francesconi Award of Integrity. Lauren is a beloved preschool teacher and alumna of Sacred Heart Academy, class of 1991. Lauren’s nominators had this to say of their colleague, “She has a positive attitude and puts others at ease. She is a leader, mentor, and confidant to her colleagues. She is always willing to serve on one more committee, take on one more challenge, volunteer for one more service project, and will bring her own children to share the experience whenever possible. She instills a sense of wonder and love of learning in her students.” Lauren demonstrates St. Angela’s words to “live in harmony united in one heart and one will” in her daily life at Sacred Heart Schools.

Providing Holistic Support

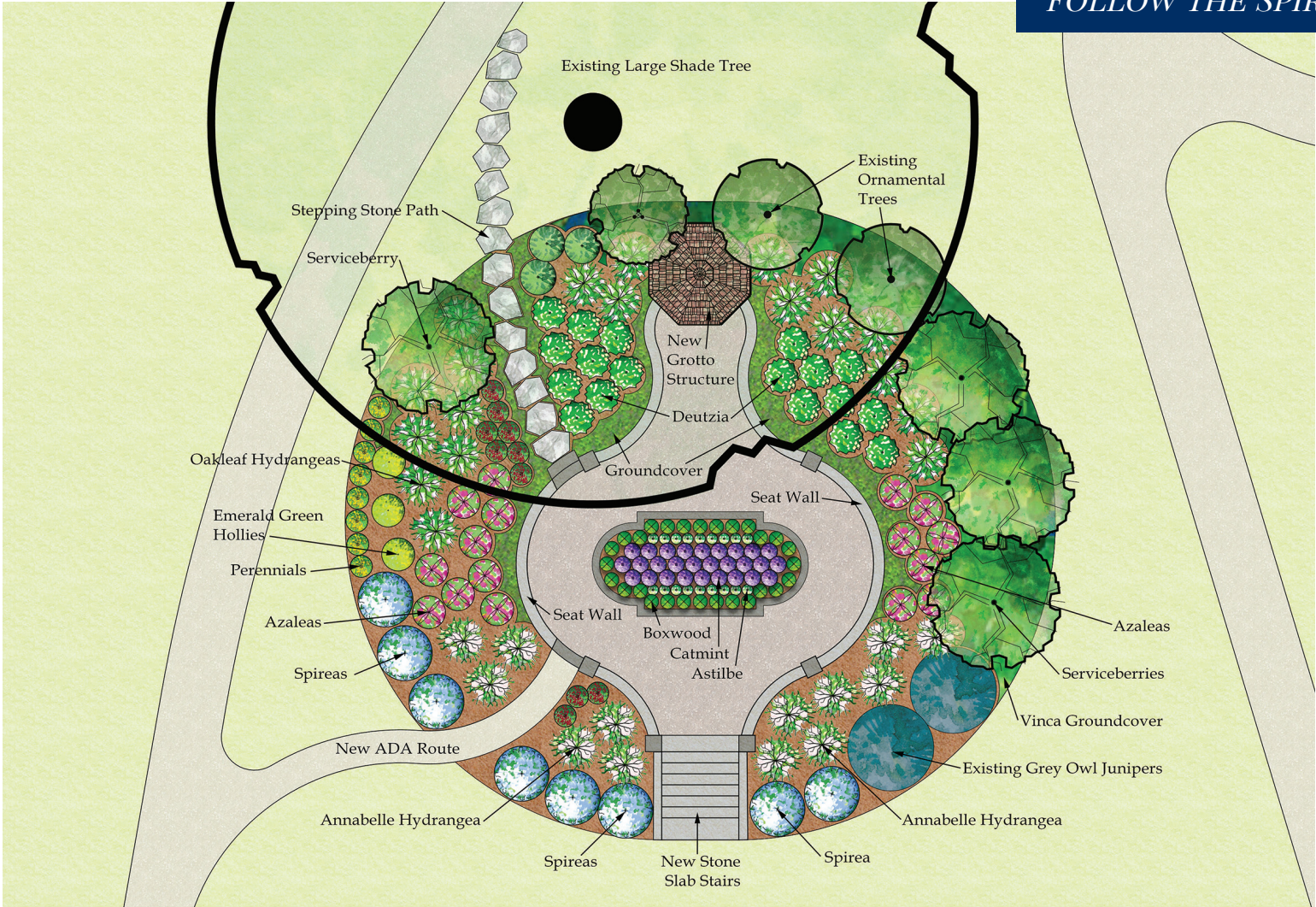
As part of our 2016 strategic plan, **Angela’s Vision 2016**, Sacred Heart Schools sought to provide and enhance coordinated, comprehensive support for the holistic development of each student on campus. This goal was supported by initiatives at every school. Sacred Heart Academy and Sacred Heart Model School both added an additional counselor. SHMS created the “Office of Student Services” which consists of the IB Coordinator, PYP Coordinator, two Guidance Counselors and two Learning Support Coordinators. Sacred Heart Preschool increased occupational therapy services and Sacred Heart School for the Arts added iPads and other communication needs. Finally, a campus nurse was hired to assist with the health needs of all Sacred Heart Schools students.

After a review of the National Association of School Nurses (NASN) and determining the needs of our schools, Sacred Heart Schools hired a nurse to oversee the delivery of health services on campus. Gloria Thomas is a 1976 SHA graduate who received her nursing degree from Kentucky Baptist School of Nursing and her BSN from Bellarmine University. Thomas will ensure that SHS fulfills established NASN benchmarks and will meet with teachers and students to support their physical and emotional needs. She will also partner with our learning differences coordinators at both SHA and SHMS to assist students whose learning differences center on the physical and emotional needs.



“Caring for our students goes far beyond taking temperatures and affixing band-aids. We are very excited to have Mrs. Thomas on campus to collaborate with our administrators and counselors in the comprehensive support of our students.”

-Dr. Cynthia R. Crabtree,
President, Sacred Heart Schools



Celebrating Catholic Tradition

It is ever part of our collective aspirations to continue a physical presence of the Ursuline Sisters on campus so that their legacy and Charism can be cherished for generations to come, and we achieve this through the effective use of sacred spaces across the 48-acre Ursuline Campus. As part of our strategic plan to enhance the visible symbols on campus that showcase our Catholic tradition, and through a generous, anonymous donation, work will begin this spring on renovation to the Grotto. The Grotto is located in the middle of Sacred Heart Schools campus just steps from the outdoor Amphitheater and overlooking the Ursuline Motherhouse and Chapel of the Immaculate Conception.

The Grotto is a special place on campus where students, teachers, staff and visitors rest for prayer, meditation and reflection. The new design includes vast improvements that will allow for expanded use of the space, with a large seating wall surrounding the path and two stone benches. The new landscape architecture includes three access routes to the Grotto: steps, stepping stones, and an ADA-compliant ramp, ensuring all who desire to visit the Grotto are able to do so. The planned update to the landscaping will enhance the already serene and beautiful Grotto for all to enjoy.



Opening New Doors through World Language

In an effort to enhance the World Language offerings at Sacred Heart Academy and Sacred Heart Model School, promote diversity efforts and to align with the International Baccalaureate (IB) educational paradigm of forward-thinking, future-looking and worldwide education, Sacred Heart Schools integrated Chinese into the world language program for the 2018-19 academic year.

Ms. Jinyu Hu joined the faculty of both schools, splitting her time between elementary, junior high and high school curriculums. Sacred Heart Model School students in levels K, 1, 2, 6, and 7 all have the option to take Chinese as their World Language of choice. In addition, students in levels K and 1 have class periods with our Chinese teacher to explore math and reading in Chinese.

“It is a real blessing for us to be able to offer yet another World Language to the Sacred Heart Model School students. The sky really is the limit at SHMS.” – Dr. Michael Bratcher, Principal, Sacred Heart Model School

Sacred Heart Academy students also have the option to choose Chinese as their core World Language course, in addition to French and Spanish. Mary Lee McCoy, Principal of Sacred Heart Academy sees the need as an IB school to develop internationally-minded students through curricular offerings. “As we prepare our girls for jobs that do not yet exist, we must provide languages that are spoken throughout the world. The most spoken language is Mandarin Chinese, so we are building a four-year Chinese program.”

Sacred Heart Schools welcomes Ms. Hu to campus and knows her presence will open new opportunities to our students. Huānyíng!



Cultivating the Next Generation of Leaders

SISTER AGNES COVENEY, OSU

How appropriate it is that the Jean Frazier Leadership Institute at Sacred Heart Schools will foster future leaders. Leadership is in our genes, so to speak. Our Sacred Heart Schools ancestors were leaders. There are the many Ursuline Sisters who founded, formed, led and encouraged this education. Imagine the sisters who carried significant and prominent responsibilities year in and year out. Imagine also the sisters whose quiet work made the well-rounded education happen over the decades.

Imagine the Ursuline Sisters who served and continue to serve God's people in so many other ways, whether in education or in other kinds of service. The teachings of Jesus call us to answer the needs we see in the people around us. So some sisters founded important social services in Louisville, in West Virginia, in Peru, and many other places. These services empowered people on the margins of society or people whose needs were neglected. And in providing these various kinds of assistance, many co-workers and volunteers serving in these agencies and programs learned the art and the practical skills of leadership.

I learned leadership in, among other places, my Ursuline congregation. I've heard stories from my Ursuline Sisters about how they were assigned considerable responsibility when they were young, no matter their own sense of how ready they were for it! It was a school of learning as you go—learning from the other sisters who gave tips and common sense advice on how to do what you thought you could not do. That is how leadership is learned, from stepping up, giving it a try and from the good people around us who share what they know about leadership. Whether it is the upper case “L” Leadership or lower case “l” leadership, it is all about learning and listening from the guides that providence puts on the path with us.

I am most interested in the one leader at the very beginning of our Ursuline family tree, St. Angela. We Ursuline Sisters refer to St. Angela in a familiar way because we feel she's a friend and companion, an example for us in the ways of Christian living. So I will call her simply, Angela.

SHE MUST HAVE BEEN A LEADER THOUGH ANGELA MAY NOT HAVE DESCRIBED HERSELF AS A LEADER. IN FACT, SHE PUT A SIGNIFICANT EMPHASIS ON HUMILITY. BUT THE BEST LEADERS HAVE HUMILITY AS THEY GROW TO KNOW THEMSELVES AS FLAWED AND STILL GROWING INTO WISDOM AND MATURITY.

From what I have learned, read and reflected upon in Angela's writings and in books about her (especially Sr. Martha Buser's book, *Also in Your Midst*), it seems that the people around Angela looked to her for guidance and counsel. They knew she was wise, not only from her life-long experiences, but also as they saw her and encountered her as a woman of profound prayer and reflection.

Angela learned in her family about leadership, about running a farm and managing a household. She learned about leadership and responsibility in her young adulthood from the Franciscans who sent her to Brescia to be a companion to a woman recently widowed. She visited the holy women of the locale, learning from them and taking in their deep trust in God. It is important to note that it wasn't only the people in religious orders who served the poor or who led charitable programs. The lay people in Brescia, guided by their deep understanding of Jesus' teachings, began and took responsibility for the works of charity so needed after the destruction of civic structures and services caused by the wars and by poor leadership in church and society at the time. So Angela was a leader among leaders. It was a shared effort, as we would say today, a team effort.

I hope that you consider and reflect on your own leadership, your contributions to the good of the world or to the good of your family and your community. Over the years, the Sacred Heart Schools have taught the various skills of leadership and taking on responsibility. Students have learned how to solve problems together, how to match their skills and interests with what is most needed at the time. Teachers and staff have grown in their roles and in their accomplishments. Leadership is everywhere you look if you know how to look. Leadership is in our history and with the work of the Jean Frazier Leadership Institute, it is in our future.

*Sister Agnes Coveney, OSU
Vice President, Ursuline Sisters of Louisville
Cabinet Member, Jean Frazier Leadership Institute*



Where the Heart of Service Sees the Face of God

BY SHARON BIDWELL, SHA

It might be hard to imagine a student giving up her high school spring break trip to the beach to visit an impoverished Central American nation like Nicaragua or Belize, but that’s exactly what happened two years in a row as I accompanied a dozen Sacred Heart Academy students on service learning trips to build houses in both countries with Hand in Hand Ministries. As one of the adult chaperones of these trips, I witnessed the power of how hearts and minds are changed when students encountered the face of God in their sisters and brothers in these countries.

In Nicaragua during spring break 2016, we worked in a poor barrio near the airport in Managua. Each day we would arrive at the work site, which set back several hundred feet from a poorly maintained gravel road, and we would begin our work by hauling wheel barrows of sand, rock, and cement mix back to the location of the modest concrete block house we were building. We formed long “bucket brigade” lines to move the hundreds of concrete blocks that would create the walls of this home, and we made yards and yards of rebar columns to ensure the house could withstand the earthquakes this region experiences regularly. It wasn’t easy work, but my students worked tirelessly under the supervision of master block layers and the building site leader. Our group of young teenage women impressed the local crew of workmen with their willingness to stand for hours mixing large piles of concrete with shovels—there simply aren’t concrete mixing machines that are affordable or accessible to a building site like this.

Each afternoon we left behind a tight-knit community where most people had corrugated tin as both the walls and roofs of their homes, and we would travel back to our lodging in a wealthy neighborhood, where we had a gated and paved driveway, a swimming pool, and two cooks to prepare our meals. The stark contrast of our living

conditions and those of Aura and Douglas—the family we were serving—settled uneasily in my heart, and this feeling became the source of several important conversations we had with students over dinner each night.

The true impact of this encounter with the poor of Managua became fully evident on the last day of work when we blessed the family and their new home. Many of my students were working on building their Spanish-language skills and planned the blessing as a bilingual experience so the family and the work crew could also participate. After expressing our hopes for their future and sharing Scripture reading and prayer, we exchanged many tears and hugs as we said goodbye.

IT WAS IN THE ENCOUNTER WITH A FAMILY WHO HAD VERY LITTLE THAT EACH OF THE STUDENTS DISCOVERED A DEEPER TRUTH ABOUT THE HUMAN FAMILY—WE ALL WANT A SAFE HOME, GOOD SCHOOLS, AND LOTS OF LOVE TO MAKE OUR CHILDREN GROW STRONG.

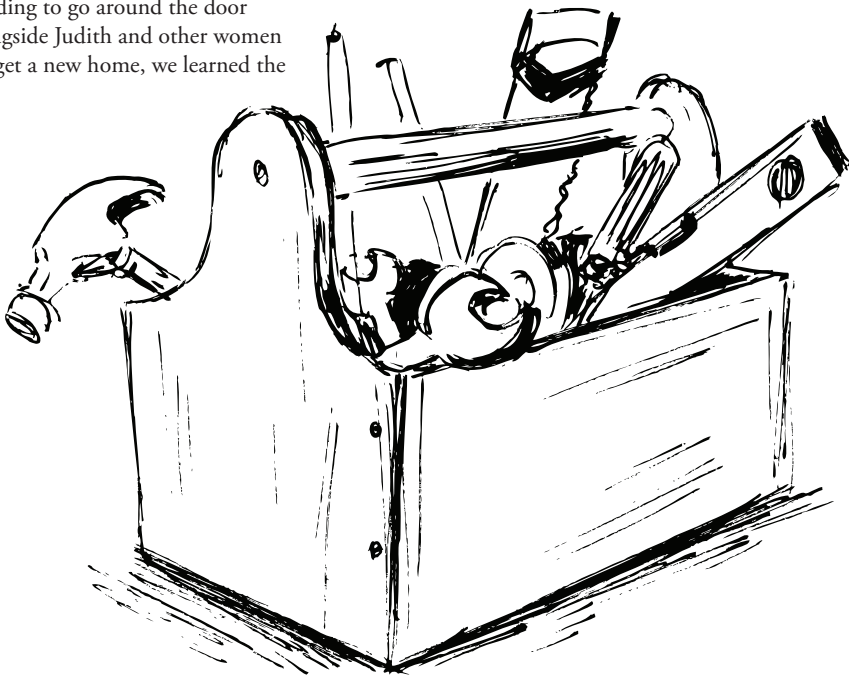
Even though the building materials in Belize were different in 2017, the experience of creating a new home for Judith and her grandchildren led us to the same sense of shared values and hopes and dreams. For four days, students who had not previously held a hammer, managed to build a modest home of wooden beams, 2 X 4s, and wooden siding. Each student tested her skills to see how straight she could drive a four-inch nail or how precisely she could cut the next set of siding to go around the door frame. Working alongside Judith and other women who were in line to get a new home, we learned the

stories of how they survived the hurricane season, how they worked seasonal jobs to provide for their children, and how their local government leaders continue looking for resources to provide for the health and well-being of the next generation.

At Judith’s house blessing, our voices filled the small space as we sang along to “Sanctuary” and other familiar church songs. This bright green and navy blue house was a beacon of hope in a neighborhood where poverty can age people and shorten life spans. By showing that there are people who care for the marginalized in our world, my students were ministers of the Gospel—their living of the Word of God was their way of preaching it.

Fr. Greg Boyle, a Jesuit priest who works to help young men and women get out of gang life in southern California, often writes about kinship—which is his way of naming how we show our love of our neighbors no matter where they may live. I was blessed beyond measure during those two spring break trips—not with a new tan or a trip to the beach—but with the gift of kinship with Aura and Douglas, with Judith, with the local work crews who taught us how to build, and with the sisterhood of Sacred Heart who gave each other a glimpse of God’s kingdom breaking into our world. For it was in opening our hearts to the experience that allowed each of us to encounter the face of God in each person we met and worked with. May all be blessed by the God’s loving Spirit.

Sharon Bidwell is a theology instructor and department chair at Sacred Heart Academy.



We are IB Inspired

In 1999, Sacred Heart Academy achieved the elite classification as an accredited IB World Diploma Programme (DP). Sacred Heart Model School was named an IB World School Middle Years Programme (MYP) for levels 6–8 in 2014. In 2016, Sacred Heart Schools committed itself to expanding IB programming once again, this time for all students aged 3–18. Sacred Heart Preschool is currently a candidate school for Primary Years Programme (PYP) and pursuing authorization as an IB World School. Sacred Heart Model School is also a candidate school for the PYP Programme and Sacred Heart Academy is a candidate school for the Middle Years Programme.

Forward-thinking, future-looking and globally-focused, Sacred Heart’s International Baccalaureate (IB) Programme is a comprehensive, inquiry-based approach to teaching and learning that benefits every classroom and every student.

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. (ibo.org)



The aim of all IB programmes is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet.

An IB education fosters international-mindedness by helping students reflect on their own perspective, culture and identities, and then on those of others. By learning to appreciate different beliefs, values and experiences, and to think and collaborate across cultures and disciplines, IB learners gain the understanding necessary to make progress toward a more peaceful and sustainable world.

An IB education further enhances the development of international-mindedness through the study of more than one language. International-mindedness is also

encouraged through a focus on global engagement and meaningful service with the community. These elements challenge the student to critically consider power and privilege, and to recognize that he or she holds this planet and its resources in a trust for future generations. They also highlight the focus on action in all IB programmes: a focus on moving beyond awareness and understanding to engagement, action and bringing about meaningful change.

The IB Learner Profile

The 10 attributes of an IB Learner reflect the holistic nature of an IB education. They highlight the importance of nurturing curiosity and compassion as well as developing knowledge and skills. They also highlight that along with cognitive development, IB programmes are concerned with students' social, emotional and physical well-being, and with ensuring that students learn to respect themselves, others, and the world around them.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Provides A Curriculum Framework that is Balanced, Conceptual and Connected

Each of the IB programmes provides a detailed and developmentally appropriate curriculum framework that emphasizes the importance of making connections, exploring the relationships between academic disciplines, and learning about the world in ways that reach beyond the scope of individual subjects. They also focus on offering students authentic opportunities to connect their learning to the world around them.

- **The Primary Years Programme (PYP)** is designed for students aged 3-12. It focuses on the development of the whole child as an inquirer, both in the classroom and the world beyond. It is a framework guided by six themes of global significance: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet.
- **The Middle Years Programme (MYP)** is designed for students aged 11-16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. Students explore the themes of identities and relationships, personal and cultural expression, orientation in space and time, scientific and technical innovation, fairness and development, and globalization and sustainability.
- **The Diploma Programme (DP)** is an academically challenging and balanced program of education with final examinations that prepares students aged 16-19 for success in college and beyond. The curriculum consists of six subject groups: language and literature, language acquisition, individuals and societies, experimental sciences, mathematics and the arts.

Approaches to Teaching and Learning

The approaches to teaching and learning are centered on a cycle of inquiry, action and reflection—an interplay of asking, doing and thinking—that informs the daily activities of teachers and learners.

Approach to Teaching:

- Based on inquiry. A strong emphasis is placed on students finding their own information and constructing their own understandings.
- Focused on conceptual understanding. Concepts are explored in order to both deepen disciplinary understanding and to help students make connections and transfer learning to new contexts.
 - Developed in local and global contexts. Teaching uses real-life contexts and examples, and students are encouraged to process new information by connecting it to their own experiences and to the world around them.
 - Focused on effective teamwork and collaboration. This includes promoting teamwork and collaboration between students, but also refers to the collaborative relationship between teachers and students.
 - Designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals.
 - Informed by assessment. Assessment plays a crucial role in supporting, as well as measuring, learning. This approach also recognizes the crucial role of providing students with effective feedback.

Approach to Learning

The goal is to empower IB students of all ages to become self-regulated learners who know how to ask good questions, set effective goals, pursue their aspirations and have the determination to achieve them. These skills also help students see their learning as an active and dynamic process.

- thinking skills, including areas such as critical thinking, creative thinking and ethical thinking
- research skills, including skills such as comparing, contrasting, validating and prioritizing information
- communication skills, including skills such as written and oral communication, effective listening, and formulating arguments
- social skills, including areas such as forming and maintaining positive relationships, listening skills, and conflict resolution
- self-management skills, including both organizational skills, such as managing time and tasks, and affective skills, such as managing state of mind and motivation

An IB education is designed to develop inquiring, knowledgeable and caring young people who will help to create a better and more peaceful world. Today, as new global challenges emerge under an unprecedented pace of change, an IB education is more relevant and necessary than ever. With IB, Sacred Heart is providing world-class learning for world-ready leaders.

Information provided by the International Baccalureate (IB). For more information, visit ibo.org.



At Sacred Heart Schools, we believe supporting and fostering faculty professional development is an important part of building a rigorous educational experience for our students. When you make a gift to the Sacred Heart Schools Annual Fund, your gift allows teachers and administrators to collaborate with other IB professionals across the country, identifying and sharing best practices in IB curriculum.

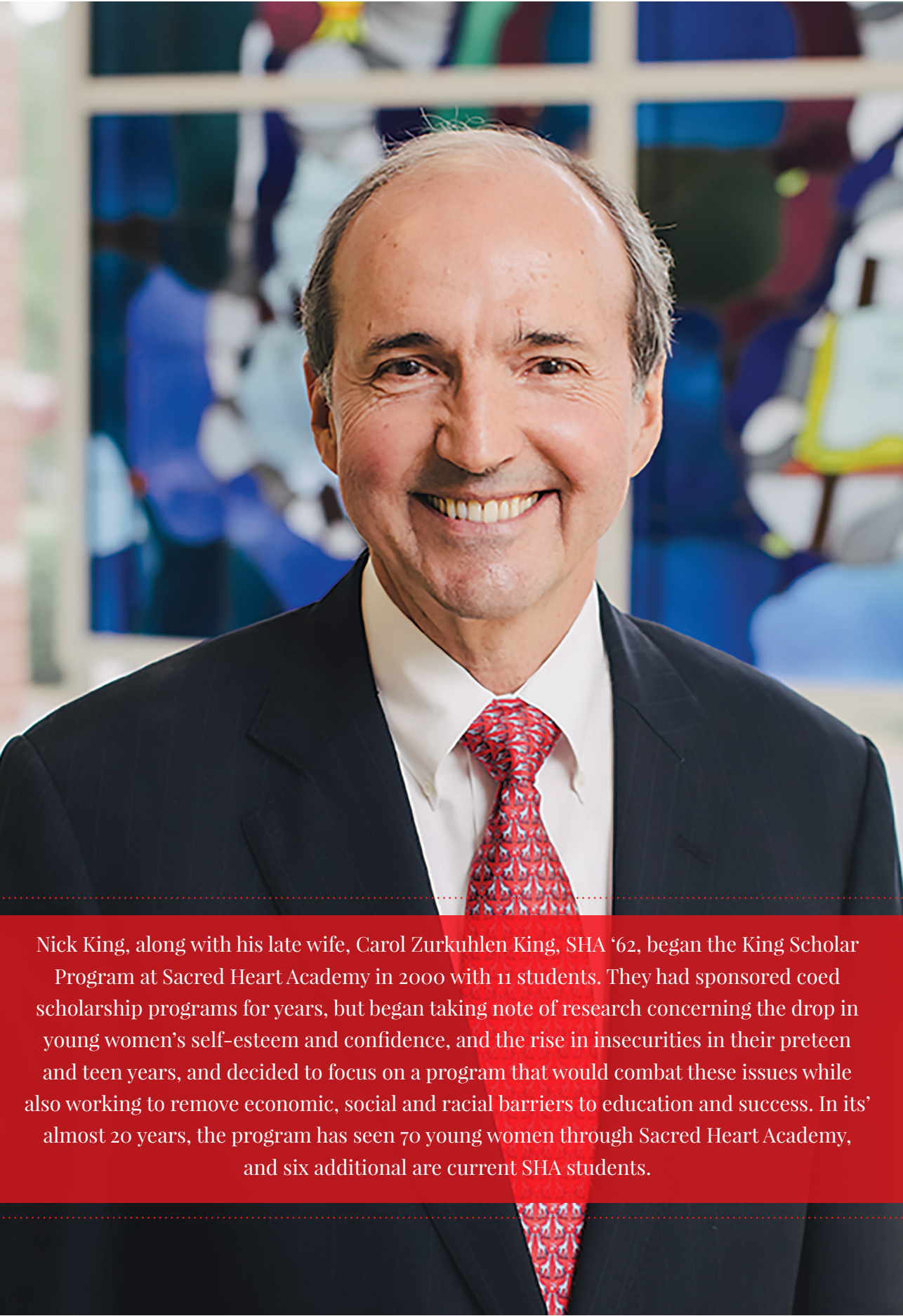
Through your support, administrators and teachers were able to attend the International Baccalaureate Conference in Keystone, Colorado including: Lisa Houghlin, Director of Sacred Heart Preschool, and Austin Nikolich, Curriculum Specialist at Sacred Heart Preschool, along with SHMS IB Coordinators Kris Grimm and Tricia Forde and three SHMS faculty members.

Lisa took part in the IB Pedagogical Leadership for the Early Years session, deepening her understanding of the transdisciplinary and inquiry-based teaching methods of the Primary Years Programme (PYP). Austin Nikolich attended The Role of the Coordinator session. This forum focused on the role of documentation and organization of professional development opportunities and learning communities, and the management of complex relationships, resources and communication in IB curriculum.

For more information about the Annual Fund, please contact:
Beth Clingaman | VP for Advancement
502.736.6467
bclingaman@shslou.org

The Annual Fund provides critical operating budget support and is used immediately by the school principal or administrator. It provides flexibility to respond to essential needs and new opportunities. These include: student financial support, technology upgrades, arts integration, faculty recruitment and professional development, annual improvements to classrooms and campus facilities.

Thank you for your support of the Sacred Heart Schools Annual Fund!



Nick King, along with his late wife, Carol Zurkuhlen King, SHA '62, began the King Scholar Program at Sacred Heart Academy in 2000 with 11 students. They had sponsored coed scholarship programs for years, but began taking note of research concerning the drop in young women's self-esteem and confidence, and the rise in insecurities in their preteen and teen years, and decided to focus on a program that would combat these issues while also working to remove economic, social and racial barriers to education and success. In its' almost 20 years, the program has seen 70 young women through Sacred Heart Academy, and six additional are current SHA students.

An exemplary education at SHA is key, but only part of what the King Scholar Program offers its participants. Before starting SHA, King shepherds each group of incoming King Scholar students through a summer program he teaches himself in an effort to “expand their comfort zones.” The students are taught how to respond to emails, answer the phone, speak to adults and to crowds, write a thank you letter and many, many vocabulary words. Each King Scholar must master the top 4,000 most-used SAT vocabulary words by the time they graduate SHA. King says in the years he’s been administering the test, the lowest score a student achieved was a 99.7%, missing just 14 of the 4,000 words. They also take part in team building exercises, traveling to places like Mount St. Francis where each student is challenged to climb to the top of a 30ft-pole, and, with the help of a harness and helmet, find the courage to dive off. King says he can see that their thinking changes after that. They believe, “If I can do this, maybe I really can do anything.”

“Being part of the King Scholar program means everything to me. I have wanted to go to SHA since I was seven, but didn't think I could because of the cost. Mr. King made that dream come true, but it's so much more than money because he really cares about me. He wants me to be happy and successful, and always encourages me. He doesn't expect me to be perfect, he just expects me to do my best and speak up if I need help.”

- Zuri King, current SHA freshman and King Scholar

King also strives to show the young women that the world is much larger than they are aware. They attend operas and plays, meet senators and judges, witness trials and surgeries. Most of the time, they're not just bystanders - they shadow the surgeons, judges, attorneys, nurses, social workers and actors. They see the professions head-on and hands-on.



“The purpose of the King Foundation for Social Justice is to empower individuals with the skills necessary to succeed in our world. Starting my freshman year, Mr. King helped to build confidence in my leadership ability through introducing me and another King Scholar to the founder of the non-profit organization, ‘Her Best Foot Forward.’ Since that time, we have raised over \$2000 to help women artisans in Tanzania receive a fair wage, clean water, healthcare and education. Additionally, 10% of the proceeds go toward girls’ education throughout Tanzania while another 10% to the Sacred Heart Financial Aid Fund which helps students receive a SHA education. Thanks to Mr. King’s help and guidance, we are honored and able to give back to our local Sacred Heart and global community.”

- Margaret Cunningham, SHA Class of 2019.

Prior academic success and grades do not enter into the equation when choosing King Scholars. The single most important criteria is that they are highly-motivated to live their best life. They must prove they are doing all they can to succeed. To that point, King is very clear to credit the young women with their own success. The program removes many of the barriers. The school supports, encourages, empowers and educates. But the students put in the work. They make the changes, work to their highest potential, take advantage of all Sacred Heart Academy has to offer them. They have overwhelmingly excelled over the years, in any standard that could be applied. Most important to King, “they are living joyful lives.” They have all gone on to college after SHA and celebrate a very high graduation rate. They are OB/GYNs, PhDs, teachers, lawyers, nurses and entrepreneurs.

Mr. King believes this program has a benefit far beyond what the KSP students and their families receive. The greater good is seen in the change felt by the thousands of young women who gain the opportunity to attend school with the scholars. They are different. And according to King, SHA presents a “truer picture of life” than it did before. Stereotypes are demolished. The school is more welcoming and more embracing. According to King, “it’s not enough to just increase diversity. You must also embrace inclusion, and this entails taking the necessary steps to provide all students with the access and means to succeed at Sacred Heart.”

Though he’s given countless hours and dollars to the program, King knows that he has received much more in return. His lifelong association with the young women and their families has and continues to change him too. He keeps in touch with the students long after they leave SHA. He stays close during those college years with all of the challenges and triumphs they can present. He’s invited to college graduations, birthdays, weddings, family celebrations and funerals. The connections he’s made with the girls and their families King says have, “materially contributed to my life and my happiness.”

What next? King’s hope has always been that others would take notice of the success of the King Scholar Program and seek to replicate it, in one fashion or another. It’s more than just removing economic barriers, the person or program has to make a personal commitment to the success of each member. Not everyone has the time and/or the financial security to provide what Nick King has for so many at SHA, but he truly believes that “every person can change the world in some way right now, with what means they have right now.” He does not believe in waiting until “someday” when you may have more to offer. King believes donating to a financial aid program makes a difference in the life of someone immediately. He’s ready to pass the torch and empower and encourage a new generation of lifelong personal philanthropists. Are you ready to grab it?

Q&A

WITH KING SCHOLAR AND SHA GRADUATE, CRYSTAL KELLY, CLASS OF 2004

Where are you now?

“I am currently the assistant basketball coach at Xavier University for the women’s basketball program. I will receive my Masters degree from Xavier this Spring.”

How did your experience as a King Scholar affect your high school experience and what is the greatest thing you learned as a King Scholar?

“I would not have been able to attend SHA without the King Scholarship and I am forever grateful for the generosity that Mr. King has shown my family. Being a King Scholar allowed me to learn many great things, but I’d say the greatest was about being selfless. While at SHA one of my requirements as a King Scholar was volunteering, and I spent many days at the campus day care as part of my work/study hours.

How did your SHA education prepare you for life after high school?

“I was more prepared as I started my first class at Western KY University. I knew how to balance my time and the importance of studying in advance in order to do well. At SHA it was “cool” to do well in school and I think that is what helped me the most in college. I had a sense of pride in my work that came from the encouragement of teachers and administrators during my time at SHA.”

If Mr. King were standing in front of you right now, what would you say?

“Thank you for everything you have done not only for me, but for so many people. I have no doubt that the trajectory of my life was changed the moment we met, and I am honored to be a King Scholar.”

Jean Frazier Leadership Institute

EMPOWERING COMPASSIONATE, SERVANT LEADERS

Through the launch of the Jean Frazier Leadership Institute in late 2017, and subsequent programming, Sacred Heart Schools has further distinguished itself in the empowerment of world-ready leaders through formal programming and authentic learning experiences. In recognizing the inherent potential in all to develop as leaders, the JFLI seeks to give each student and staff member the tools he or she needs to build an individualized leadership blueprint. Since inception, the JFLI, led by Director, Lauren Hitron, SHA '99, has established and integrated programming that touches all SHS students, regardless of age, academic level, personality traits or current leadership involvement.

The JFLI is supported by a Leadership Cabinet that serves as an advisory council to aid in the creation and execution of its strategic vision and objectives. The cabinet meets quarterly to advance the mission of the JFLI by providing professional expertise and sharing their diverse knowledge, and it works to ensure that the JFLI has a significant, long-term impact.

LEADERSHIP CABINET MEMBERS

Laura Barnum, SHA '83, SHMS '79

Media and Communications Strategist and former VP Community Investment, Yum! Brands, Inc.

Sister Agnes Coveney, OSU

Vice President, Ursuline Sisters of Louisville

Alice Fisher, SHA '85

Partner and Executive Committee member with Latham & Watkins

Layla George, SHA '92

President and CEO, Olmsted Parks Conservancy

Lucy Lee Helm, SHA '75

Chief Partner Officer, Starbucks

Nick King

Founder, King Foundation for Social Justice

Cissy Musselman, SHA '61

Founder, Women 4 Women

Akure Paradis

Senior Counsel, Humana

Laura Schwab, SHA '91

President, Aston Martin Americas

THE JFLI LEADERSHIP EXPERIENCE – HITTING THE GROUND RUNNING

The SHA Class of 2022, our current freshman, are the first class to fully integrate JFLI programming throughout their high school career. From the minute they entered the halls of SHA, the Class of '22 was empowered to identify their own personal leadership styles through self-awareness, character-building, goal setting and self-advocacy.

To assist and encourage this process, the JFLI Director identified and trained 50 rising juniors and seniors to lead the freshman class as Navigation Team mentors. Twenty-five small groups of freshmen were each paired with a junior/senior Navigation Mentor to guide and encourage them throughout their first year at SHA. The Navigation Team was integral in planning Frosh Start and have met with their teams monthly since, exchanging SHA fun facts and helpful hints, and communicate with their freshman groups outside of formal meetings.

The Class of 2022 will have the first opportunity to earn the JFLI Leadership Certificate of Distinction upon graduation, an honor that will encourage them to work through a series of requirements including workshops, keeping a leadership portfolio, taking an active role in leadership organizations, and having authentic leadership experiences.

A DYNAMIC INSTITUTE WITHOUT WALLS

In addition to the integration of leadership topics to the freshman experience at SHA, the JFLI has furthered several other programs at SHA and SHMS.

• **Summer Internship Program** – six SHA juniors completed internships over the summer in industries such as law, medicine, biochemistry, research, education and retail/business. Interns made final presentations to a faculty panel in December.

• **Academic Coach Program** – more than 20 students applied and were accepted into the academic coaching program – one that takes the traditional idea of tutoring a step further. These coaches are working with both SHA peers and SHMS students, taking their tutoring and coaching beyond specific subject areas into the skills needed to be successful students and responsible citizens.

• **Director-led Leadership Training** – the JFLI Director led sessions for four different groups of student leaders at SHA focusing on different aspects of servant leadership. Ambassador training focused on listening, Student Council training was centered on building community, Club Presidents learned about project management and goal-setting and Retreat Leaders focused on empathy.

• **Career Day** - approximately 70 SHA alumnae presented at career day for juniors and seniors, where students could attend three 20-minute presentations of their chosen professions.

• **Speaker Series** - through the JFLI, Sacred Heart Academy has hosted several keynote speakers over the last year including Vera Jones, author, award-winning television and radio broadcaster and Syracuse University Hall of Fame Scholar Athlete; Laura Schwab, President of Aston Martin Americas and SHA graduate of the class of 1991; and Lucy Helm, Chief Partner Officer at Starbucks and SHA graduate, class of 1975.

In aiding students in the growth of personal development skills, self-awareness and self-confidence and in providing opportunities for students to authentically practice leadership through school involvement, service work and internship experiences, the JFLI is taking a comprehensive approach to leadership development. This focus on learning to lead will produce students who leave the halls of Sacred Heart Schools as compassionate, world-ready servant leaders.



THE HORTON FAMILY ACCESSIBLE EDUCATION CENTER



I love the Learning Center because it is a warm environment, filled with wonderful people who care about my well-being and learning. It has helped me succeed by providing me with the materials to accommodate my learning needs. The most helpful physical aspect of the Learning Center is the comfy, swivel chairs that I can sit in during my tests. They allow me to move around and create a more comfortable environment for test taking.

Emily Hilbrecht, Junior

When Sacred Heart Academy first took the steps to formalize its Learning Differences program, 59 students were enrolled and receiving the academic support they needed. Fast-forward six years, and that number has more than doubled and now includes 15% of the student body. This growth means our students with documented learning differences are more successful in our college preparatory curriculum and are graduating with the confidence and tools needed for success in life, but it also means we are busting at the seams in our current location.

Enter Al and Barbie Horton, who with the dedication and enthusiasm of Emily Puffer, who runs our program, and a supportive SHA administrative team, are making the brand-new **Horton Family Accessible Education Center** a reality. Through the Horton's generous \$250,000 donation, the new center will be built out on the second floor of Ursuline Hall, above the new Counseling Center. This new, state-of-the-art education center will ensure that SHA continues to support all our students as they navigate our esteemed college-prep curriculum.

The Horton Family AEC will be a comfortable, welcoming environment where students will receive academic and social support. The new center will have a large testing room with flexible seating options for more than 30 students. There will be partitioned tables, standing desks, sitting swivel desks, traditional study carrels and new private, pod carrels. Each student's test-taking needs are unique, and the new testing room will accommodate them. The EAC will have a study lounge with room for 15-20 students looking for a place for tutoring, quiet study or group work. There will also be three individual testing rooms with a two-person capacity each and offices for both current full-time faculty members.

The Horton Family's generosity not only accommodates the increase in number of students utilizing the center, but it also allows for the enhancement of services provided. Already, students in the program have access to computers and printers, testing rooms and study space, as well as guidance from two dedicated faculty members who work with them on study skills, organization, test-taking, self-advocacy, and the ACT/SAT application and study process. Now, more students will be able to use the space for testing at one time, which is essential, especially during heavy test periods. Mrs. Puffer will be adding formal ACT prep for all juniors in the program and will be able to send teachers to national conferences for extensive training in

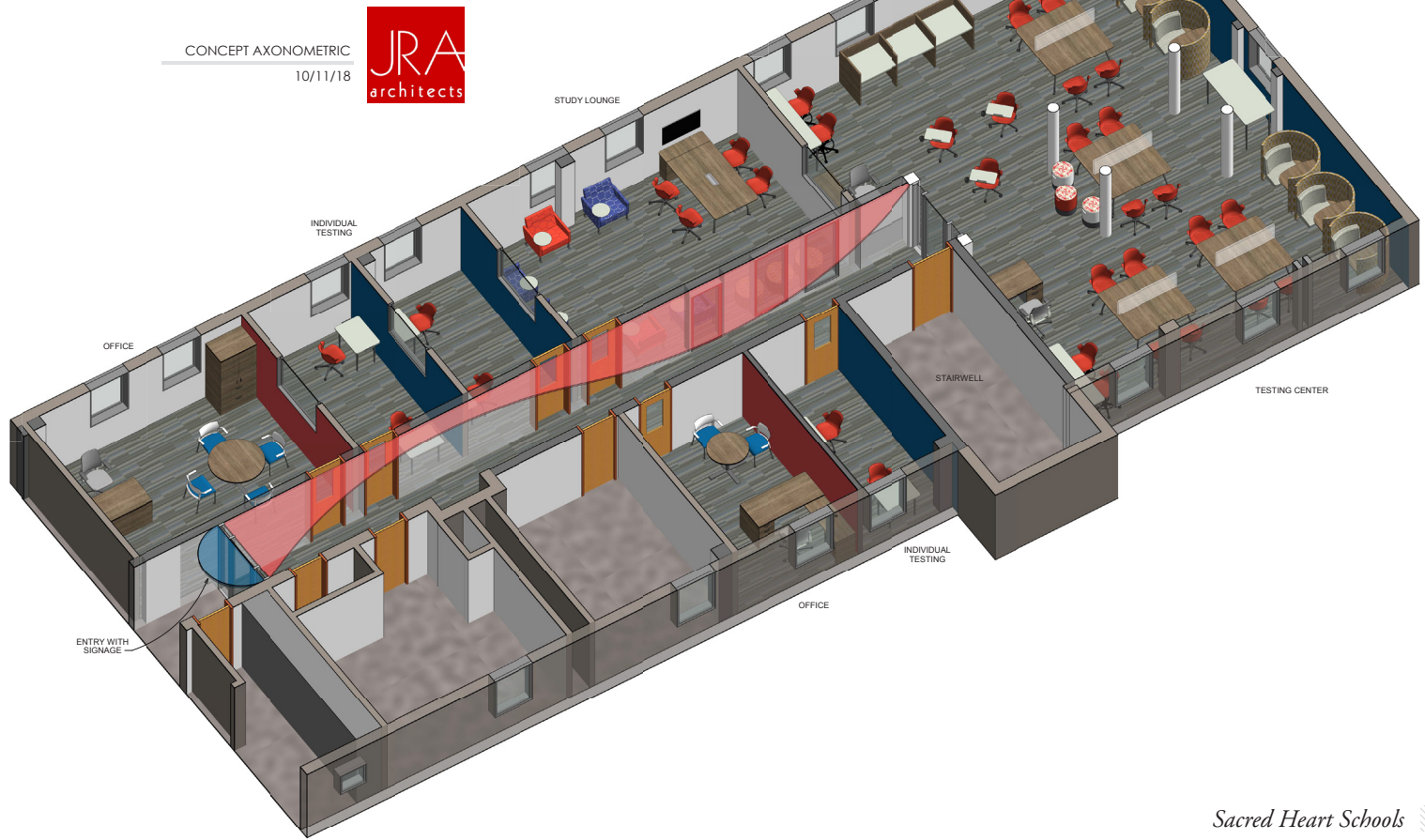
teaching students with learning differences. SHA will also be able to purchase additional software and applications to assist students, such as Learning Ally, which is an online audiobook application for textbooks, supplemental reading and pleasure reading.

"For many of our students, our current center is a place where they feel understood and supported and the new space is being designed to have a welcoming, nurturing feel to continue to support their academic success. It is important to point out that the physical space is only one of the many ways this gift will benefit our program: the Horton's generosity will allow us to expand the supplemental services we provide to our students and to provide more teacher training on learning differences and other diagnoses such as ADHD and anxiety. I am excited about the many opportunities that this gift will allow for our girls and the growth of our program."

- Emily Puffer,
Coordinator, Learning Differences Program

Through the generosity of the Horton family, and their dedication to Sacred Heart Academy, we will continue to educate and prepare each student for college and beyond in a way that fits her individual needs. We will meet each student where she is, but we won't leave her where we found her. Our program works with students at every academic level in all four grades. As an IB World School, we will continue to promote strong study skills, enhance student confidence and teach students how to utilize

their strengths to find success, and advocate for themselves when they need assistance. By doing so, we empower all students to be successful in Sacred Heart's college preparatory academic curriculum and prepare them for life beyond the halls of high school. At SHA, we provide world-class learning for world-ready leaders and the Horton Family Accessible Education Center will serve to advance this mission.



Paving *the* Way

Kate Harty, Senior, Sacred Heart Academy



Kate Harty, Sacred Heart Academy senior and full IB Diploma student was instrumental in beginning a program to assist high school aged refugees with the college application and ACT preparatory process. Working in concert with Refugee Missions at Catholic Charities, Kate and dear friend Emma Bartley saw a need in the refugee community and found a way to meet it.

The vision started over a lunch with Rwandan refugee Malkia, a bright, motivated and hard working high school sophomore, with a dream of attending an american university. Through conversation, the girls learned that Malkia did not have a college guidance counselor at her school. She spoke more English than her parents, so they were not leading the ACT prep and registration process for her. She did not know that you had to register, that there was a fee or any other details. She was not in an ACT prep class and knew nothing of the college application and essay-writing process.

The girls left their lunch with Malkia and sat in the car dreaming of a way to help her. That’s when P.A.V.E. the Way came to be. It stands for “promoting and valuing education” and has already helped five high school refugees toward their dream of attending college.

Throughout 2018, P.A.V.E. conducted three workshops led by college professors for the students on topics such as college overview, tackling the ACT and writing the college essay. They provided ACT tutoring from June through October and held individual meetings with each student to plan for the application process and provide assistance with the Free Application for Federal Student Aid (FAFSA) application. Four students will be applying to Jefferson County Technical College, and Malkia has already received her first acceptance letter to Hanover College.

Kate credits the welcoming environment and hard-working culture at SHA with giving her the courage to get involved with Catholic Charities, P.A.V.E. the Way and a blogging website titled, She-is-Fierce where she contributes writing pieces meant to empower, encourage and inspire young women.

What Kate loves most about SHA is her teachers, and she knows that their dedication to truly helping her learn, as opposed to dictating information, is a gift not all students receive. In addition to being a full IB Diploma student and four-year member of the SHA Dance team, Kate is in the SHA Breakfast Club, Engineering Club and Fellowship of Christian Athletes. She is Vice President of the Ambassadors, a group dedicated to attracting and welcoming future Valkyries to SHA, and a Navigation Team mentor, both of which have been extremely influential in her leadership skill development. When speaking with Kate it is easy to see, she loves Sacred Heart Academy. The feeling is mutual.

Spelling *Success*

Tara Singh, Freshman, Sacred Heart Academy

Tara Singh, Sacred Heart Academy freshman, has competed spelling bees for the last nine years, making it to the National Bee five of those nine, and landing in the top 10 during her final appearance. Competing at this level, especially at such a young age, taught Tara dedication, resilience and persistence.

It was this persistence and Tara’s love of language and her desire to assist other students that led her to create the Bluegrass Literacy Project. Through involvement with the Davidson Institute Young Scholars Ambassador Program, Tara founded the Bluegrass Literacy Project with the goal of increasing literacy and reading proficiency among Kentucky students by providing etymology workshops. Etymology assists in increasing vocabulary knowledge which in turn improves reading comprehension and thus furthers her mission. The first workshop will be a Harry Potter themed class because the spells and language from Harry Potter come from greek and latin roots. Tara believes the best way to teach etymology is through a lens that students are already familiar with and interested in.

The Davidson Institute Ambassador Program pairs young entrepreneurs with advisors and seeks to encourage learning and civic involvement. According to their website, each ambassador will “develop, initiate and manage a significant community service project, as well as receive training and advisement on topics such as: Goal Setting and Proposal Writing, Leadership and Values, Interpersonal Communication, Philanthropy, Self Advocacy, Fundraising, Public Relations and Media and Website Design and Functionality.

The Bluegrass Literacy Project also sponsors the Scripps Regional Spelling Bee. Tara partners with Scripps to ensure that the Spelling Bee always has a presence in her hometown, as the first National Spelling Bee took place here in Louisville in 1925. The Regional Spelling Bee serves 10,000 students in Kentuckiana in grades 1-8. This is Tara’s way of giving back to a community that supported her throughout her almost decade-long spelling bee journey.

In addition to founding the Bluegrass Literacy Project and creating its first chapter at Sacred Heart Academy, Tara is currently working with a University of Kentucky professor of linguistics on assembling a database of proto Indo-European roots, and will be helping him create a video game to help people with linguistics.

Tara recently joined the archery team at Sacred Heart and has already been touched by SHA’s kind and uplifting atmosphere, where, she says, it’s easy to make friends, even if you don’t have any who come from your grade school. Tara appreciates her teachers who are encouraging and really help her to learn, and make special time to help her succeed.



Stepping Up

Valentina Morena, Level 8, Sacred Heart Model School



When researching local social outreach programs for her IB MYP service learning project, Valentina Morena, L8 student at Sacred Heart Model School knew she was looking for one with a global impact. With a goal of helping other countries in need, Valentina began volunteering at WaterStep in Louisville, sorting and organizing stacks of donated shoes. WaterStep takes the usable shoes and sells them to companies that take them back to their countries and sell them at a low cost to people in need. This process stimulates the economy in the country and helps people get access to shoes. The revenue generated from the sale of the shoes is then used to fund the purchase and installation of water purification systems in developing countries.

As Valentina volunteered at WaterStep, she spoke often with the volunteers and administrators about the water purification projects taking place around the world. Since her family is from Colombia, Valentina discussed with her mom the possibility of assisting with a project there, and after ironing out the logistics and attending training her family traveled to Colombia for a week and spent two days in Susa helping the local community. Susa is a very small and poor mountainous community in Colombia.

Valentina was struck by how the community banded together to help one another and put the betterment of the whole above helping self. She and the WaterStep volunteers taught the locals about the purification system and demonstrated how it was assembled and cared for, transferring not just knowledge, but accountability.

The water purification system was installed in the largest water tank, which distributes to smaller tanks, each of which provides water to between five and ten families once every three days. Valentina was intrigued by the simplicity of the purification process, essentially water + salt water = chlorine, which purifies the water. The group also spent time educating the locals on the importance of personal hygiene to ensure the greatest benefit of clean water.

Valentina continues to volunteer locally at WaterStep, spending her school breaks there sorting shoes. She was surprised to learn that helping others in such a profound way was not difficult, and once she found an issue she was passionate about, her work had an even greater impact.

As a member of the SHMS Quick Recall team and KUNA, long-time soccer player who speaks fluent Spanish, and all-around amazing young woman, I'm sure this won't be the last we hear of Valentina Morena.

Inspiring Hope

Cole Cornett, Level 8, Sacred Heart Model School

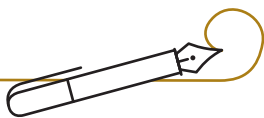


Cole Cornett, a Level 8 student at Sacred Heart Model School is a creative and compassionate young man, who is determined to spread hope and inspiration to our local homeless population. He is a member of the SHMS Advisory Board, consisting of student leaders who organize and facilitate school events and look for ways for our students to be involved in the community, and impact the lives of residents.

As part of his long-term IB MYP community outreach project, Cole was motivated to help the homeless population in Louisville, something that has always struck him and pulled at his heart strings. He's taking a more unconventional approach - hoping to find success stories of those who have made it off the streets and inspire others to do the same.

Cole is planning to host a writing competition, open to students at Sacred Heart Schools, and possibly others, in which students would research and write inspirational success stories from the homeless community. Upon the completion of the contest, Cole will compile the stories and create a book to distribute to local homeless shelters and thrift stores in an effort to inspire the homeless.

Knowing that knowledge is power, Cole also hopes to promote greater awareness of and involvement of our city's youth in the homeless issue in Louisville. He's sure to inspire many to follow in his footsteps.



THE LAUREL AWARD

The Laurel Award was created to recognize supporters who have been dedicated for many years to one or more of Sacred Heart Schools’ member schools. Much like the Laurel Tree which is strong, deep-rooted and wide-branched, the Laurel Award recipient’s interest in, and commitment to SHS, is far-reaching and instrumental in the success of our schools. This year’s recipient demonstrates consistent and generous financial support of annual fund campaigns, capital campaigns and other special appeals and a never-ending dedication to, and involvement in, the betterment of Sacred Heart Schools.

At the 17th annual Sacred Heart Society dinner, Sacred Heart Schools presented the Laurel Award to Ms. Carolyn Hemmer Matula. Carolyn is a graduate of Sacred Heart Model School ’74, and Sacred Heart Academy ’78, and is a true believer and an embodiment of the Ursuline Core Values.

Carolyn has been a continuous donor to Sacred Heart Schools for numerous years, across many spectrums, even including SHS in her estate plans through a planned gift. Carolyn has also given of her time to SHS as a team parent for tennis, field hockey, basketball, and track & field. She has been a member of the Steering Committee, the SHA Parent Board and the Boosters, and has given countless hours of her time for several years to Interlude, both as a volunteer and Chair of the annual event. Carolyn is currently a member of our Board of Trustees and chair of the External Affairs committee. She stays connected with her fellow alumnae classmates and continues to stay involved with Sacred Heart Schools, though her children have grown and graduated. Carolyn is a shining example of a ‘learner to leader’ who is rooted in the Ursuline tradition, and a very deserving recipient of the Laurel Award.

LAUREL AWARD RECIPIENTS

The recipient is honored at the annual Sacred Heart Society Dinner.

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|---|--|
| 2018 Carolyn Hemmer Matula | 2010 Nick King |
| 2017 Thomas Musselman | 2009 Doris Boland Jones |
| 2016 E. Peter Rutledge | 2008 Francis “Chip” and Kathy McNamara |
| 2015 Norma Bender | 2007 Nicholas X. Simon |
| 2014 Carl Hafele | 2006 Mary Jane Hoben |
| 2013 The Estate of Charles S. Anning and his wife Marjorie Sass Anning, SHA Class of 1935 | 2005 Drew Fellon |
| 2012 Brown-Forman Corporation | 2004 Jim and Diane Thorp Buchart |
| 2011 Orson Oliver | 2003 Al and Barbara Horton |
| | 2002 Ursuline Sisters of Louisville |



“Carolyn is an extraordinary supporter of Sacred Heart Schools. As an alum of both SHMS and SHA she has a true love of the campus and of the students in all four schools. She gives freely of her time, talent and treasure. Carolyn is always the first to offer her assistance and without supporters like her we would not be able to live our mission fully. Carolyn is an amazing woman!”
-DR. CYNTHIA R. CRABTREE, PRESIDENT, SACRED HEART SCHOOLS

Why I Give

Betty Jo Stocker Tatro, Class of 1967 is a dedicated and generous supporter of SHA. She is a yearly annual fund donor, supported updates to our science labs, and more recently, made a bequest to SHA in the form of a planned gift. Sacred Heart is close to Betty Jo’s heart and this was a natural way for her to give back to the school she loves.

“I decided to include SHA in my estate plan some years ago. I did so to say “thank you” to SHA and all the amazing women I met there - faculty, administrators, and students - and hopefully to pave the way for young women of the future. My experiences at SHA during an era (1963-1967) when women were emerging (or perhaps I

should say, being recognized) as leaders, gave me the inspiration, knowledge, skills and confidence to pursue the personal and professional life I have chosen”
Betty Jo Stocker Tatro, Class of 1967

There are so many ways to leave a lasting legacy to Dear Sacred Heart. The most fundamental way individuals help ensure the future of Sacred Heart is to make provision in a will directing a percentage or specific amount of their estate to Sacred Heart. Proper planning ensures that family and charitable priorities are realized and is an excellent way for you to support our mission.

A bequest is generally a revocable gift, which means it can be changed or modified at any time. You can choose to designate that a bequest be used for a general or specific purpose. Bequests are exempt from federal estate taxes. If you have a taxable estate, the estate tax charitable deduction may offset or eliminate estate taxes, resulting in a larger inheritance for your heirs.

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{ alumni profiles }

Ellen Montgomery Burton, SHA class of ’83 and SHMS class of ’79, has been teaching in the Archdiocese of Louisville for 25 years. She spent her first teaching years Our Lady of Mr. Carmel, before moving to St. Albert the Great where she has been for more than 20 years.

A beloved teacher of math, science and religion, Ellen was also instrumental in bringing the drug awareness program DARE to St. Albert, and when it no longer existed, spent her summer creating the SADAP, or St. Albert Drug Awareness Program that the school uses still today.

Parents and Principal both praised Ellen’s true compassion and concern for her students, as well as her ability to ensure students took ownership of their efforts and outcomes.

Sacred Heart Schools graduates who enter the teaching field have the unique ability to pass on the core values and charism of our founding Ursuline Sisters to countless young learners, and Ellen is a shining example of a learner turned leader.



How did your time at SHMS and SHA shape who you are today?

The education I received at Sacred Heart Schools taught me how to critically think and analyze. It fostered friendships that have carried me throughout my life. Sacred Heart Schools helped me to grow spiritually and understand the importance of giving back to the community.

What do you love most about teaching at a Catholic school?

I love that I get to share my faith with my students and see them grow in their own faith each day.

What is the most important thing you’ve learned from your students?

The most important thing I’ve learned from my students is compassion. I’ve watched my students through the years demonstrate such compassion and love for each other even in the most difficult of times. I love that, no matter what, they are always there for each other.

What project or accomplishment do you consider to be the most significant in your career?

The most significant accomplishment in my teaching career to date, was being named the 2008 Kentucky D.A.R.E. Educator of the Year. I so strongly believe in the DARE program and the messages it teaches our children about the dangers of drugs and alcohol. I was so disappointed when the program’s funding was removed, and the program was no longer available to my students, that I devised my own program, SADAP (St. Albert’s Drug Awareness Program) because the message needs to be out there even more now than ever. Of course, as this is going to press, I am eagerly awaiting the 2019 SHA Alumnae Awards where I’ll be receiving the Ursuline Teaching Legacy Award. This is such a significant honor for me and I am so grateful to the Ursulines Sisters and SHA for acknowledging the work of teachers!

What person had the most influence on you and your life?

It’s hard to name one person because so many people have influenced my life, my parents, my grandparents and so many others, but the person I have to say has been the most influential in my life is my mother, Patricia. She has always seen the potential in me even when I didn’t see it in myself. She pushed me hard because she knew I was capable. When I was in the 7th grade, I missed a whole week of school because I was suspended for making a bad choice. My mom went to school and got my books, lessons, and work from my teachers. She made sure I was up every morning, in my school uniform completing my lessons, following my schedule just like I was at school. She was my teacher. She taught me accountability and responsibility. While I will truthfully say it was not the most enjoyable week of my life, I am so grateful she made me do it. I not only learned so much from her, I learned so much about myself too.

What was your favorite subject in school?

My favorite subject in school was religion. I especially loved my religion classes at SHA and my teacher for three years, Sr. Jean Anne Zappa - her passion was very inspiring and contagious.

Do you have a message to share?

My message would be to play hard, follow your passion, and love what you do! Enjoy your life as it goes ever so fast!

Scott Catlett, Sacred Heart Model School '90, graduate and current member of the Sacred Heart Schools Board of Trustees, is well-respected not just among the SHS community but in his professional and personal networks as well. Scott is an integral leader at local Yum! Brands and as you’ll see below, puts a high priority on people and relationships - a trait that has surely aided his success.

Scott became General Counsel and Corporate Secretary of Yum! Brands, Inc. on July 1, 2018, and reports to the Yum! Brands CEO. In this role, he oversees all of Yum!’s legal activities globally. Prior to this role, Scott served as Vice President & Deputy General Counsel, overseeing all legal aspects of key strategic initiatives, domestic and international financings, domestic restaurant depositions, investigations, financial disclosure issues, SEC and IRS matters, major litigation and matters relating to the Board of Directors. In addition, Scott played a lead role in the 2016 spinoff of Yum China Holdings, Inc. and the 2018 U.S. partnership with and investment in Grubhub, Inc.

As an influencer at Yum! and in the community, Scott’s success correlates closely with the qualities of our IB educational paradigm. He acknowledges that critical thinking, emphasis on solving complex issues, and focus on people, relationships and his Catholic foundation are all factors in leadership, success and happiness. Scott is a wonderful representative of our SHMS alumni and a great supporter of Sacred Heart Schools.



How did your time at SHMS shape who you are today?

At SHMS, I learned discipline and the importance of time management and critical thinking. I also learned to enjoy being surrounded by talented people who push you and challenge you to give your best. These skills are useful no matter where life takes you.

What person had the most influence on your life?

My grandmother “Brownie” Catlett. She grew up in the depression and moved to Louisville from rural Tennessee to find a job. She was a self-made and self-sufficient woman who was fiercely independent, caring and genuine. She picked me up every day from SHMS and helped me complete my homework. Those times with her were priceless.

Were you interested in law from a young age?

I set my sights on law while I was in high school at St. X. I’ve always loved to read and write and debate, and I love working through tough and complicated issues that don’t necessarily have a black or white answer. Law scratches all of these issues for me.

What do you love most about working for Yum!?

The best thing about Yum! is the people. We have incredible leaders and business people in all fields, and they’re always happy to share advice.

What motivates you and how do you define success?

I love the sense of accomplishment that comes from delivering a result that seemed impossible or unlikely. I’d rather have a big challenge than an easy assignment any day. Success to me is defined first and foremost by being a good father and husband. Career doesn’t matter if you don’t succeed in those areas.

What accomplishment do you consider to be the most significant in your career or life?

My most significant career accomplishment was completing the spin-off of Yum!’s massive business in China. It took nearly two years and required us to

do a number of things that had never been done. Fun fact: KFC is extremely popular in China—there are about 700 KFC restaurants in Shanghai alone.

Do you have any advice for current students or young alumni?

I think it is critical to have a strong foundation in the basic building blocks across disciplines and not to specialize too early—for that I’ve always thought a Liberal Arts education is fantastic. I also love the IB approach to education at Sacred Heart and how it emphasizes understanding the big themes and ideas over memorization of random facts. The most talented professionals in my world can see the forest and the trees.

Besides faith, family and friends, what could you not live without?

A sense of humor. I try to take my job—but not myself—seriously.

What do you like to do off the clock?

My wife, Celia, and I have three children who all attend SHMS, so most of my time away from work is with them. Occasionally, I get to play golf or hike but hobbies really are a luxury at this stage in my career!

What are the biggest lessons you’ve learned that have impacted the way you work?

I’ve been wrong enough times to always start with the questions: What am I missing? What else might be true? I’m surrounded by brilliant people, and I have learned to lean on their expertise whenever I need it. I’ve also learned the importance of ‘taking people with you.’ Yum!’s former CEO, David Novak, wrote a book by that name and it crystalizes a lot of useful wisdom about how to accomplish big things in a big organization.

Who/What has been your greatest inspiration?

I come back to four role models for inspiration—each for very different reasons: Jesus, Shakespeare, Henry Clay and Muhammad Ali. One lived a life of unconditional love for everyone and impacted humanity more than anyone. One mastered our language and the human psyche like no one has before or since. One showed the power and importance of compromise and leadership in times of civic turmoil. And one was a model of authenticity and how to use an unexpected platform to lift the world.

UNITED IN *One Heart*

Celebrating and building upon our long-standing partnership with the Ursuline Sisters of Louisville, the administrative offices of Sacred Heart Schools will begin to join those of the Sisters in the Motherhouse in Spring of 2019, providing opportunities for growth both in the Academy and the Model School as we vacate these buildings. While we explore the utilization of both Brescia Hall and Ursuline Hall in exciting new ways for our students, we will remain reverent in honoring the past. We value deeply our close connection to the Sisters and are thrilled that our administrative officers will work alongside theirs in the Motherhouse.

ANGELA'S VISION 2016 - 2021

ASPIRATION STATEMENTS



1

To strengthen a vibrant, student-centered community of Catholic schools recognized for their model character-building environment and their emphasis on the development of compassionate and just leaders.

Goal 1: Enhance the recognition of our school community as a Compassionate School District.

Goal 2: From preschool to grade 12, develop a comprehensive education and formation plan to ensure the legacies of St. Angela Merici and the Ursuline Sisters of Louisville are understood and honored.

Goal 3: Enhance the visible symbols on our campus that showcase our Catholic tradition.

Goal 4: Integrate the core value of leadership through formal programming, curriculum development and resources.

3

To enhance the educational experience by enrolling and developing students from varied socioeconomic and cultural backgrounds.

Goal 1: Create English Language Learning (ELL) resources to enhance the learning of current and future students and families who have English as a second language.

Goal 2: Develop partnerships with schools and/or organizations that serve diverse populations.

Goal 3: Establish outreach in a local community with educational needs that could be filled by SHS.

Goal 4: Create additional financial aid resources to support students.

Goal 5: Implement a marketing strategy that promotes inclusivity of diverse populations of students.

Goal 6: Create a more inviting environment for prospective students from diverse backgrounds by enhancing existing activities and expanding the engagement of current affinity groups.

4

To immerse students in a comprehensive learning experience that is seamless, technologically-balanced, and globally-conscious.

Goal 1: Establish Sacred Heart Schools as an International Baccalaureate (IB) school district where IB standards and data analysis drive rigorous instructional strategies, curricula, and assessments.

Goal 2: Expand arts education at every level of a student's educational experience.

Goal 3: Integrate the Ursuline core value of service into the curriculum through outreach and service learning.

5

To establish exemplary learning environments characterized by superior facilities and high standards of environmental stewardship to support the development of the whole person.

Goal 1: Transform the Ursuline Campus into a comprehensive learning laboratory space.

Goal 2: Ensure access to state-of-the-art technology within the teaching and learning environment.

Goal 3: Engage the Ursuline Sisters to make decisions regarding the future use of the Ursuline campus property.

Goal 4: Enhance campus facilities to encourage district-wide student engagement and improve operating efficiencies.

2

To attract and retain a diverse and exceptionally talented faculty and staff who engage students in a supportive and rigorous educational experience.

Goal 1: Develop creative programs and/or benefits to recruit and retain diverse faculty and staff members.

Goal 2: Provide coordinated, comprehensive support for the holistic development of each student.

Goal 3: Establish Sacred Heart Schools as a leader in Science, Technology, Engineering and Math (STEM) through the engagement of teachers and students in project-based, hands on curricula that emphasize problem solving in a real world context.



Sacred Heart
SCHOOLS

Learners to Leaders



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