

***U.S. Department of Education***  
***2020 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Patricia O'Donnell  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Patrick School  
(As it should appear in the official records)

School Mailing Address 115 Channing Avenue  
(If address is P.O. Box, also include street address.)

City Malvern State PA Zip Code+4 (9 digits total) 19355-2747

County Chester

Telephone (610) 644-5797 Fax (610) 647-0535

Web site/URL https://www.saintpatrickmalvern.org/ E-mail podonnell@saintpatrickmalvern.org

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Andrew McLaughlin E-mail amclaughlin@archphila.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3700

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

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

Date \_\_\_\_\_

\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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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 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	29	13	42
<b>K</b>	28	15	43
<b>1</b>	7	21	28
<b>2</b>	16	14	30
<b>3</b>	23	15	38
<b>4</b>	14	15	29
<b>5</b>	18	15	33
<b>6</b>	10	20	30
<b>7</b>	20	12	32
<b>8</b>	9	11	20
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	174	151	325

\*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
  - 0.6 % Asian
  - 0.3 % Black or African American
  - 1.6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93.8 % White
  - 3.7 % 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 2018 - 2019 school year: 2%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2018	320
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 6 %

20 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>5</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>12</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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

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

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	95%	94%	93%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2013

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

Following the Gospel message of Jesus Christ, we strive to develop connected learners who live lives of faith, integrity, and purpose.

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

## **PART III - SUMMARY**

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St. Patrick Catholic School was established in 1955 under the vision and leadership of the Sisters of St. Joseph. Today, St. Patrick continues a 64-year-long tradition of Catholic values, scholastic excellence, and service as students are prepared for the challenge of life-long learning and leadership. Our goal is to help them develop the skills necessary to become creative and collaborative citizens, as well as strong Catholic men and women.

St. Patrick Catholic School is fully accredited by the Middle States Association and is a member of the National Catholic Educational Association (NCEA). Our 2013 Blue Ribbon distinction created a great sense of pride in our school and parish community. It also assisted in increasing our enrollment and marketing our programs and initiatives.

Although our student body is predominantly Catholic, the school's mission promotes a warm and friendly atmosphere for all families. Students of various religious affiliations, cultural traditions, and socioeconomic levels are welcomed and enrolled. The faculty and staff are dedicated to the mission of Catholic education through continued professional development. Our goal as Catholic educators is to promote the Gospel message of Jesus Christ that fosters compassion, service, and concern for others. We are committed to providing challenges within a nurturing environment where self-discipline, self-esteem, grit, personal responsibility, and Christian leadership are evident. Our anti-bullying initiative is based upon the book, *Peace Week in Miss Fox's Class*, written by Eileen Spinelli. Through this program, students learn life skills to develop their own self-awareness and responsibility to others. They also learn how to use self-talk, reflection, and listening skills to promote peace and compassion in their learning and living environments.

We believe that students should be encouraged to actively participate in service projects. We provide several opportunities throughout the year for students to share their time and talents with members of our community. Our volunteer projects include Operation Kids Care, our parish outreach programs, help for our troops and military families, as well as supporting the local SPCA and food banks. Students build a sense of responsibility to society through these efforts. This awareness of others seeks to instill mutual respect and accountability in our students as well as provide the opportunity for them to “walk in someone else’s shoes.”

Our middle school students are active participants in the community model of "House" or school-within-a-school design. Students are assigned to five different “houses” in fifth grade. They stay in their houses for four years. Houses meet once a week for one class period and accomplish many tasks. They alternate between having speakers, completing service projects, competing in challenge activities, or discussing current topics such as vaping, depression/anxiety, manners, and sportsmanship. This program allows us time to discuss, explore, and present many issues and activities that are relevant to today’s pre-teens. Some previous topics have been: mental health, internet safety, and Wounded Warriors, just to name a few. House presents additional opportunities for service to our larger Malvern and local school communities. In addition, the school also hosts Career Day, the Handshake Challenge, and 8th Grade Capstone Presentations of Learning.

An advisory period every other week allows students to meet with teachers for extra help or to work on a long-term project. A peer mediation group named AFrienders is an opportunity for 7th and 8th graders to mentor younger students by exhibiting leadership and good listening skills during recess time.

Advanced classes in Algebra and Spanish are offered, and qualified students are able to take the high school placement tests for these subjects. Students will advance to the next level in high school if they receive a satisfactory grade. We have a one-to-one Chromebook program for grades two through eight, allowing for technology integration throughout the curriculum. PreK through first grades use iPads that are located in their classrooms. Having technology easily accessible allows teachers and students to extend and augment learning. It also allows for daily lessons on digital citizenship and good decision making.

The core curriculum consists of instruction in religion, mathematics, English language arts, reading, Spanish, science, social studies, and a computer technology program. Opportunities for growth are available

through physical education, art, library, and music. An emphasis on STREAM (Science, Technology, Religion, Engineering, Arts, and Math) provides opportunities for creativity, collaboration, and cross-curricular planning and implementation. For supplemental educational enrichment, St. Patrick School participates in MathCounts, the Chester County Science Fair, and Reading Olympics. Parents may also choose to enroll their children in extra art and science activities after school for an additional fee. Academic experiences are expanded through integrating technology within the curriculum, listening to guest speakers, attending field trips, and utilizing community resources.

The implementation of the Common Core State Standards promotes the development of higher-level thinking skills and creative problem solving. Different learning styles are addressed through the use of a wide variety of instructional materials and techniques. The Chester County Intermediate Unit provides support staff in math, speech, reading, and guidance in order to assist our students and help meet their learning needs. St. Patrick School also employs a full-time educational resource teacher as well as a part-time reading resource teacher.

Education excellence, faith formation, and personal commitment characterize our St. Patrick Catholic School community. It is these qualities that we strive to pass on to our students who will be the future leaders of our Church and communities.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

Living the Gospel message of Jesus Christ is the central mission of St. Patrick Catholic School. Our school community collaborates to implement a rigorous yet inclusive curriculum and continuously adapts to meet the demands of all learners. We strive to develop connected learners who live lives of faith, integrity, and purpose.

With this mission as the core of our philosophy, teachers and staff are dedicated to finding ways to support all learners in our school. Professional development opportunities, particularly those through the University of Notre Dame’s Program for Inclusive Education, have provided us with theoretical and concrete strategies for accomplishing our goal of meeting the needs of all students who desire a Catholic Education.

In recent years, teachers and staff have worked on implementing evidence-based practices, multi-tiered levels of support, differentiated learning, and planning using the Universal Design for Learning framework. The goal is to remove barriers and support all students. Another major focus has been to provide support to students and families through the Instructional Support Team as well as through the Chester County Intermediate Unit (CCIU). The CCIU provides counseling, math, speech, and reading support as well as early intervention to PreK 3 and 4 students and their families.

Rigor is a hallmark of our academic program. Students are challenged in all curriculum areas. The expected result of this rigor is to provide a firm foundation upon which high schools and colleges can build. The integration of technology along with sound and proven pedagogical practices strengthens the overall curricular approach at St. Patrick School.

### **1b.** Reading/English language arts

St. Patrick Catholic School's reading program incorporates developmental instruction and implementation of the research-based Houghton Mifflin Harcourt series, Journeys 2017. It was selected for its differentiated instruction in reading comprehension skills, phonics, leveled readers, integration of thematic units in science and social studies, and a strong emphasis on the writing process. The areas of reading, writing, speaking, listening, and language are implemented as well as an on-line component which further strengthens our home and school partnership.

St. Patrick teachers help develop a love of reading with the use of authentic text and trade books. Teacher instruction includes cross-curricular applications of the content in religion, math, science, and social studies. Phonemic awareness, phonics, fluency, comprehension, and vocabulary are taught daily. Teacher modeling helps students become aware of their thinking while they read. Differentiated instruction is the driving force in the reading series and addresses the individual needs of all students. Flexible grouping takes place in primary and intermediate grades, enabling students at different levels to experience success. The school librarian supports the instructional reading needs of the students, and moderates The Reading Olympics program, where students read books throughout the year and participate in culminating comprehension competitions against other elementary schools.

In Kindergarten, writing skills are developed through the Kid Writing process. Eighth grade students are paired with kindergarten students and time is spent writing together in journals. First grade students focus on shared, choral, and buddy reading. Primary grades use the Daily Five program which encourages reading and writing. Third graders read fiction and non-fiction with an emphasis on story elements and characters. Fourth through eighth grade students explore more complex texts to increase their understanding and critical thinking skills. Students also complete novel studies, which expand upon reading skills, increase vocabulary, and promote literature appreciation.

Formative and summative assessments play a key role in our reading program. Teachers in grades PreK-2 collect data on sight words, letter and sound recognition, upper and lowercase letter formation, recall, and reading aloud. In grades K-4, the Journeys reading series provides benchmark and end of chapter and unit tests. Teachers use formative assessments to provide feedback to adjust ongoing instruction. Conferencing with a student during a literacy block to discuss a targeted skill is used by some teachers. Graphic organizers give students an opportunity to demonstrate their knowledge of story elements. In the middle grades, teachers use response logs and journals to record their understanding of assigned reading. The game of Kahoot is used in some classes for an assessment. The students use their devices to respond to the comprehension questions and the data is emailed to the teacher. This gives the teacher another measure of how well the class understood what they read. Flipgrid is a social learning platform that allows educators to ask a question, and have the students respond in a video. Some ELA classes also use Flipgrid to make predictions for a story or as a culminating project. Popplet is an on-line graphic organizer that is used to assess connections made and comprehension mastery.

### **1c. Mathematics**

The mathematics curriculum moves from basic number understanding and operations through the challenging courses offered in seventh and eighth grades. The curriculum includes number operations, computation, measurement systems, estimation, mental math, geometry, data analysis, probability, and algebra, which develops thinking and reasoning skills.

St. Patrick Catholic School's mathematics program is aligned with the Common Core State Standards for mathematics. Two textbook series, Sadlier Oxford - Progress in Mathematics and Prentice Hall Mathematics, support a mathematics curriculum that focuses on problem-solving, conceptual understanding with all operations and relations, reasoning and proof, communication, algebraic thinking, measurement, and everyday applications of mathematics concepts. These series were selected for their concrete, visual, and symbolic presentations, as well as for their design of differentiated instruction and online resources that support learning at home as well as in school. Other strengths of the textbook series are the cumulative approach to learning, the integration of math into other curriculum areas, and the availability of traditional and performance-based assessment opportunities.

St. Patrick's mathematics program also employs a math maintenance component, Simple Solutions, which bolsters basic skills and curriculum concepts through daily workbook lessons and weekly quizzes. A second supplemental program is First in Math, an interactive online math tool that helps students improve fluency in basic facts, increase number sense, and increase critical thinking skills. The combination of these additional programs and the rigor of the Common Core State Standards curriculum provides enriched mathematics opportunities that develop and empower students to achieve success.

Students are provided differentiated instruction through small group, self-paced, and student-choice activities that reach multiple modalities, provide remediation when needed, and increase the depth of knowledge. Examples of student-choice options include technology-based activities such as Hyperdocs, hands-on manipulatives (Algebra tiles), and independent/self-paced activities.

Students are assessed in a variety of ways. Teachers use informal assessments such as exit tickets, personal white boards to show work, Flipgrid postings, the use of real-world problems, and flashcards for math facts. All of these assessments allow teachers to collect and analyze formative instruction data. Formal assessments, such as Scantron benchmark and end of course testing as well as benchmark testing through our standardized testing company, TerraNova-Data Recognition Corporation, are also used to gather summative assessment data. This data collection drives instruction, especially focusing on the students who need remediation and also the students who could be challenged by moving on or moving deeper into the concept. Teachers chart and graph the data which allows for concrete representation to parents, teachers, and support staff. Data drives instruction as well as where differentiation is necessary to meet the needs of students.

## **1d. Science**

Science teachers need curricula and resources to support the teaching of the Next Generation Science Standards (NGSS). St. Patrick School's Science curriculum provides a variety of challenging experiences for students, exposing them to various aspects of earth, space, life, and physical science throughout the grades. The Lab Learner program equips students with the opportunity to use the science lab on a regular basis. Students are introduced to and practice questioning, forming a hypothesis, and drawing conclusions through investigative activities.

Lab Learner is a 100% hands-on science education program that consists of over 60 CELLS (Core Experience Learning Labs) that are strategically inserted within grades PreK-8. At all grade levels developmental and academic skills are integrated and strengthened. The skills that are highlighted throughout our science program include: mathematics, reading, writing, critical thinking, problem-solving, engineering, collaboration, communication, team work, and fine motor skills. Students are encouraged to be creative and innovative.

The Simple Solutions Science series allows teachers to reinforce concepts through mini lessons and quizzes on specific content while also providing practice with key science concepts. This type of assessment, along with unit tests, lab reports, demonstrations, and group projects provide the basis for evaluating what students have mastered and where assistance is still needed.

Taking advantage of the Chester County Intermediate Unit's science kits and the STAR LAB allows students to have additional hands-on learning opportunities. Additionally, teachers invite parents into the classroom to be "scientist of the day," as well as conduct their own demonstrations and experiments in the classroom. The Journeys reading series, which is used in grades K-4, includes stories that connect with the science curriculum and also provides formative and summative assessments for the teacher to use.

## **1e. Social studies/history/civic learning and engagement**

The mission of the Elementary Social Studies Curriculum of the Archdiocese of Philadelphia is to develop Catholic citizens who will uphold democratic principles and serve the Church, the nation, and the world within the framework of Gospel values. To this end, St. Patrick School's focus is to help our students acquire the ability to make informed and reasoned decisions in a culturally, economically, and religiously diverse world.

Literacy skills are evident throughout the Social Studies curriculum. Students are required to identify key ideas and supporting details, craft complete sentences and paragraphs, read for understanding, compare and contrast, and research and present their knowledge and ideas.

Kindergarten focuses on Awareness of Self in a Social Setting. Grades 1-5 study increasingly wider social structures. Understanding School and Family Life is covered in grade 1. In grade 2, The Neighborhood is the main focus. Grade 3 explores communities and our role within them. Pennsylvania is the topic for 4th grade social studies, and fifth graders learn about The Western Hemisphere - the United States and Our Neighbors.

In grade 6, students study The Eastern Hemisphere and Ancient Civilizations. The grade 7 social studies course explores Building a Strong and Free Nation: BC-1865, while 8th grade continues the course, covering 1865- Present.

This curriculum content is accomplished through research, discussion, explicit instruction, project-based learning, web-based programs, and supplemental materials. Teachers use Google Expeditions to take students on virtual field trips in which they explore history, science, art, and the natural world. Skype is used to connect students with learners around the world. Expert guest speakers have also enriched the Social Studies curriculum in grades 5-8. The use of graphic organizers, guided reading, and tiered outlines help students organize and integrate material. Teachers tailor the delivery of instruction and assessments for students who have IEP or 504 plans.

**1f. For secondary schools:**

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

St. Patrick School PreK3 and PreK4 programs are the foundation to our Math and Reading curriculum. In the area of mathematics, PreK students start to develop a basic understanding of numbers and counting while connecting both to the idea of “how many.” Students begin to recognize grouping and are able to compare objects of different sizes, colors, and shapes. Additionally, PreK students learn to identify numbers 0 to 10, and to sequence, sort, and measure. They also understand directionality, one-to-one correspondence, opposites, and use of the calendar.

Integrated language arts include activities that strengthen the students’ skills of listening, speaking, thinking, alphabet recognition, and, in some cases, pre-writing. Instruction includes helping students express and transfer their feelings and thoughts into words. Motor skills and work habits are integrated daily. Opportunities for dramatic play, both indoors and outdoors, allow children to develop speaking skills. During Show and Tell, students are encouraged to express themselves in complete sentences. Listening to stories, poetry, songs, and fingerplays enhance the love of language. The use of crayons, paints, markers, pencils, chalk, and other media to create original products fosters and strengthens early writing skills. Units are thematic and include literature that helps build vocabulary and an understanding of the world. Purposeful play allows children to expand their social skills by interacting with their peers and caring adults.

Our early childhood program calls for sensitive teachers who are quick to respond to the young child, seek to know them well, and interpret their needs to support learning and social growth. We collaborate with parents on our shared interest of each child’s development and keep them informed through newsletters, telephone calls, emails, and conferences. We encourage participation in our volunteer program, suggest reading materials, and support an open-door philosophy.

**2. Other Curriculum Areas:**

Religion is woven throughout all curriculum areas and activities at St. Patrick School. We follow the Elementary Religion Guidelines of the Archdiocese of Philadelphia for grades PreK-8. A spiral approach is used to teach students about our faith. The sacraments, beliefs about Mary, the liturgical year, traditional Catholic prayers, and social justice are covered in the curriculum for all grades. In grades 1- 2, the Sacraments of Initiation are emphasized as students prepare to receive the sacraments of Reconciliation and Eucharist for the first time. Students attend Mass at least twice a month. They participate by helping to prepare the liturgy, lectoring, cantoring, and singing in the choir.

In order to provide a well-rounded education to all of our students, St. Patrick School provides educational opportunities in Art (Grades 3-8), Choir (Grades 5-8), Physical Education (PreK 3- 8), Technology (Grades PreK-8), Library and Music (Grades PreK-8). Students attend these classes once per week. Spanish class for grades K-4 is also held once per week and grades 5-8 attend Spanish class twice each week.

The arts are valued at St. Patrick School because they enhance the development of creative problem solving skills as well as motor, language, and social skills. St. Patrick School recognizes that visual arts assist in brain development and also help students maintain a healthy mental balance. In art class, students are encouraged to take risks and try new things. The arts provide opportunities for creativity, collaboration, and sharing and can inspire students to see the world from a broader view point. In grades PK-2, students learn about lines, shapes, colors, textures, and proportions using a variety of mediums and techniques. As they progress through elementary school, they refine their technical skills while learning about artists, specific works of art, and art styles.

St. Patrick School follows the music curriculum of the Archdiocese of Philadelphia. The goal of the program is to broaden students’ knowledge of music skills and concepts and to encourage them to develop a deeper appreciation of liturgy, ethnic cultures, and musical styles. Instruction is differentiated by grade level. Our younger students learn group songs, movement, and the names and sounds of instruments. They use classroom percussion instruments to perform rhythmic patterns and respond to the cues of a conductor. In

the middle grades, students expand their knowledge to include musical symbols, notations, and terminology. Older students begin to improvise songs and instrumental pieces and compose their own songs.

The physical education program, as well as daily recess times, supports the mission of the school. These provide exercise, activity, and movement to each child. Structured and unstructured play promotes teamwork, leadership, creative planning, and problem solving. Daily exercise has the added benefit of reducing stress in students.

The desired outcomes of our foreign language (Spanish) program are to provide an avenue for acceptance and respect for other cultures, to begin building confidence in communicating in another language, and to be able to listen, speak, read and write at a basic level in Spanish. Formal instruction begins in grade K. Students are introduced to the letters and sounds of the Spanish alphabet, numbers, colors, and basic words and phrases. In grades 1-8, students increase their Spanish vocabulary, learn grammar rules, and study the cultures, customs, and geography of Spanish-speaking countries.

In an age of total internet accessibility, St. Patrick School recognizes that teaching internet safety and digital citizenship is a critical component of the technology curriculum. The students learn that technology is both present and future; that what is posted or commented on now can impact future plans and opportunities. Eighth graders bring their own devices while students in grades 2-7 use school-issued Chromebooks, and grades PreK3 -1 have access to classroom iPads. As a G-Suite school, our program also teaches students how to effectively use all the Google tools to enhance their learning, post and complete assignments, and communicate with one another and their teachers.

The St. Patrick School library contains over 7,000 volumes. It is used as an extension of the classroom where students read and research topics for Genius Hour and classroom projects.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

For students who are below grade level or struggling in certain subject areas, Saint Patrick School offers learning support. Students meet individually with the learning support teacher or they may work in a small group. Depending on a student's needs, the learning support teacher can assist a student with mastery of grade-level subject matter through one-on-one support, homework help, and in-classroom support. Students who have extended time for testing may take tests in the resource room.

Saint Patrick School provides accommodations for students with disabilities who are integrated into regular classrooms, including students who have an IEP or a 504 plan from a school district. In addition, teachers working in conjunction with a student's parents may request learning support services for a student. After intervention has been in place, the Student Services Team may determine that an evaluation is needed to better support the student. The parents contact the student's public school and request an evaluation. The Learning Support teacher helps and guides parents through this process.

Saint Patrick School also has a resource teacher for Kindergarten to third grade. The teacher works with the classroom teachers and supports students in ELA and math.

The Chester County Intermediate Unit provides a guidance counselor as well as remedial math, reading and speech services.

#### **3b. Students performing above grade level**

In order to meet the needs of students who are above grade level, teachers use flexible grouping in individual classes across grades in reading and mathematics. Students have opportunities to take advanced Algebra classes. Teachers use differentiated instruction to challenge students who are above grade level.

Students are given opportunities for enrichment in our STREAM program. STREAM (Science, Technology,

Religion, Engineering, Arts, and Math) is a school-wide program that offers age-appropriate instruction in the connection between arts, sciences, technology, and religion. Our principal is a STREAM pioneer and has recently been asked to present on STREAM at three separate conferences. This holistic, innovative program is a unique method for integrating STEM-based learning in elementary and junior high school. Students have opportunities for hands-on deep thinking and exploration. They conduct experiments in our state-of-the-art science lab. Students also have experience with coding, robotics, and real-life problem solving. This year our STREAM project will focus on researching the weather. In prior years, STREAM topics included Neuroscience/The Brain, Ecosystems, Energy, and Water. The highlight of our STREAM focus each year is a school-wide field trip or an in-house presentation. Examples include trips to Lincoln Financial Field to learn about energy conservation efforts, the Philadelphia Zoo to study animals and their habitats, and the Franklin Institute Science Museum to visit the brain exhibit.

Students in grades 2-4 participate in Genius Hour. Genius Hour is inquiry-based, student-directed learning. It gives students an opportunity to look at the wide world around them and explore their own unique interests in a loosely structured, but supported, way. It is a time when students are in control, choosing what they study, how they study it, and what they produce or create as a result. As a learning model, it promotes inquiry, research, creativity, and self-directed learning.

**3c.** Special education

**3d.** ELLs, if a special program or intervention is offered

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

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

St. Patrick Catholic School offers a wealth of activities to engage and motivate students. Students explore their interests and enhance their strengths by participating in a variety of opportunities. Students do not need a prerequisite to get involved, as all are welcome, and the school continues to seek other after-school activities where there is interest and a desire. St. Patrick students compete regularly in many local and archdiocesan contests. Examples of our extracurricular involvement include: Knights of Columbus Christmas Essay and Poster Contest, Malvern Patriotic Memorial Day Essay Contest, Scripps Spelling Bee, Daughters of the American Revolution Essay Contest, MathCounts Competitions, Reading Olympics, Neumann Scholarship Contest, and the Legion of Mary Essay and Art contests. Student Council Elections are held annually drawing excitement, speeches, and posters for the upper grades.

Theatre Productions and Advanced Choir are well represented and active in many off-campus venues. Students are also involved as Altar Servers, Mass preparations, funeral servers, and other needs of Parish, such as the Lenten Fish Fry, and Adopt-a-Child collections.

Operation Kids Care service projects occur for all grade levels, and they have brought a wealth of new ideas and involvement to our preschool children through grade eight. Fleece blankets, personal care kits for seniors, Treats for Police Station, food drives for the local Pantry, and helping at the SPCA provide involvement for our students every year.

Catholic Schools Week is an annual celebration of Catholic Education. On each of the five days we show our appreciation for the groups that make up our school community -our students, volunteers, families, faculty, and parishioners. May is dedicated to the school-wide May Procession. Students help plan positive environment days where Dress Downs are announced and small donations are collected towards the purpose to help others in need. Examples of focus events are Veteran's Day, Wreaths Across America, Children's Hospital of Philadelphia (C.H.O.P.). Schools that were impacted by natural disasters such as hurricanes or tornadoes have been supported by St. Patrick School student body.

A Dance-a-Thon to benefit the Leukemia and Lymphoma Society is held annually and all ages attend and dance late into the evening. The Talent Show is an annual event, and students of all ages participate. Field Day, an end of year favorite, brings physical challenges and obstacles prepared for all to enjoy, including water games, face-painting, and relays. Students also participate in the annual yearbook production, and have the opportunity to enroll in after school Chess Club, Science Club, and Craft Club.

### **2. Engaging Families and Community:**

St. Patrick Catholic School enjoys strong connections with our families, parish, and community members. These stakeholder connections greatly impact the learning environment within our school. Our most effective strategies for building relationships within the community and parish are through: Operation Kids Care, Mission Day, and the Parish Outreach programs. These experiences allow our children to meet and work with children who are blind, have intellectual learning delays, are physically handicapped, and financially less fortunate than they are.

Additionally, through our Career Day, Handshake Challenge, and 8th grade Capstone Presentation of Learning programs, we invite professionals and local businesses into our school to interact and engage with our students.

St. Patrick students have formed friendships with older parishioners who are unable to leave their homes. Sixth graders visit SarahCare, a senior care center, and engage in conversations that leave lasting impressions on both age groups. They sing songs and complete crafts together. Eighth graders travel to St. Katherine Day School, a school for intellectually delayed students, twice per year, to assist with their Halloween party as well as their end of year school presentations. Second graders collect items for pets, and

then visit a local SPCA shelter.

St. Patrick Catholic School also helps support Amigos de Jesus, a home for impoverished children in Honduras. Proceeds raised through our Mission Day carnival are sent directly to Amigos de Jesus. This past fall, five boys and girls from Amigos spent a day with St. Patrick students. They answered questions about living in Honduras, ate lunch together, played soccer outside, and helped our students practice their Spanish.

The school invites local community speakers to share their expertise in many areas. The Minding Your Mind organization talked to our students about depression and anxiety. The Travis Manion Foundation spoke to grades 5-8 about "If not me, then who?" The Missionary Childhood Association spoke with all grades, and students learned to make rosaries which were donated to the missions.

School parents who have backgrounds in nursing, engineering, and the sciences co-teach with lower grade teachers in the science lab. Parent volunteers coach sports teams as well as lead Daisy, Brownie, Girl Scout and Boy Scout troops. Parents also help coach Reading Olympics and MathCounts.

Continual updating of the school website, the weekly newsletter, Principal Blog, and school Facebook page keep our families and parish up to date on events within the school community.

### **3. Creating Professional Culture:**

Realizing that teachers are life-long learners and have a desire to perfect their craft, instruction, and classroom management, St. Patrick School faculty is encouraged to take advantage of many professional development opportunities. The format and topics vary with teachers sharing their needs and concerns with the administration.

A philosophical change towards professional development has occurred at St. Patrick School over the past few years. Instead of teachers attending one-day, off-campus workshops run by professional companies, we have shifted to in-house, local, or program-specific seminars. These types of professional opportunities provide real-life classroom applications and access to resources that allow teachers to immediately implement new teaching strategies. They supply on-going support for the teacher while he/she tries the new tool or idea, as well as a way for the teacher to receive feedback and suggestions.

While implementing a new reading series, a few teachers expressed their desire to observe a teacher in another local Catholic school. The principal collaborated with other principals to agree upon times and dates. Teacher emails were exchanged, substitute teachers were hired, and classroom teachers were given the day to learn in another learning environment.

St. Patrick School teachers also coach one another as they share successes, struggles and lessons learned. With student learning as the focus, teachers are able to share informally in a safe and non-threatening way.

Other forms of professional development occur when the Archdiocese of Philadelphia plans professional days. This can take place in a large setting or it can happen when a tech coach from the Archdiocese spends the day at school. Teachers can drop in for suggestions, lessons, modeling, and advice.

The school has also invited experts from the field to come and give mini-lessons on specific topics to the teachers. PreK3, PreK4 and Kindergarten teachers took advantage of the Chester County Intermediate Unit's early childhood workshop. The areas covered that day were visual classroom schedules, transition times, and classroom management techniques.

Because our school is working towards inclusion, the teachers and staff have had a number of opportunities to collaborate with professors from the University of Notre Dame. These professionals have all been part of the Program for Inclusive Education for Catholic Schools at Notre Dame. The sessions have contained direct instruction, modeling, group work, brainstorming, application, and time for questions and answers.

#### **4. School Leadership:**

The organizational design of St. Patrick Parish and School consists of the pastor and principal. St. Patrick School incorporates a shared leadership approach in order to facilitate student learning and teacher effectiveness. The pastor is the spiritual leader and chief administrator of the school and parish. The principal is the spiritual and academic leader of the school, responsible for all administrative and supervisory tasks as directed by the Archdiocese of Philadelphia Office of Catholic Education. Under this leadership, the faculty is empowered to develop the spiritual, academic, physical, personal, and social well-being of each child in a Christ-centered environment. Faculty meetings are held on a regular basis and provide opportunities for sharing, professional development, and community building.

Positive, cooperative, and supportive relationships among students, teachers, administration, and parents are highly encouraged and effectively implemented. The pastor, principal, Parent Advisory Committee, School Board of Limited Jurisdiction, and Parish Finance committee work collaboratively to provide continued financial responsibility and accountability. They also ensure that academic excellence, mirrored in the image and teachings of Christ, continue to be the cornerstone of a Catholic education at St. Patrick School. Additionally, St. Patrick teachers are called upon to have an active faith in God, and give visible witness to the school community through daily example.

St. Patrick School administration encourages consistent implementation of Parish Outreach Programs to foster the students' commitment to community service, thereby helping the students to develop social consciences. It is believed that these opportunities will enhance the development of the whole child. Students are recognized and affirmed on a monthly basis before the school community for modeling Catholic/Christian virtues. This program promotes a sense of stewardship and responsibility for others.

The pastor and principal are keenly aware of the importance of technology in preparing students to thrive in today's global society. Efforts to integrate technology into all areas of the curriculum continue to be implemented. This is evidenced by the accessibility of desktops, tablets, Chromebooks, iPads, and SMART boards. New programs and initiatives are researched and implemented in order to continue academic rigor and excellence. Communication with parents and stakeholders is facilitated through the use of a monitored communication system, My Student's Progress (MSP).

Collaborating with the faculty, Finance Committee, Board of Limited Jurisdiction, and Parent Advisory Committee, the pastor and principal's leadership ensures a sound future of growth and achievement for St. Patrick Catholic School.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The aspect that makes St. Patrick School outstanding is the faculty and staff's dedication to being an inclusive Catholic school. Catholic schools have always welcomed students of different faiths and ethnicities, but have been slow to welcome students with intellectual disabilities. The call to inclusion is in fact a call to be Catholic - to welcome all learners into our school community through relationships and their identity as a child of God. This mission is echoed by Pope Francis to "build an educational relationship with each student, who must feel welcomed and loved for what he or she is, with all of their limitations and potential."

For the past three years, the school board, administration, faculty, and staff have committed time and resources to begin to welcome all learners. The school principal completed the Program for Inclusive Education through the University of Notre Dame, and St. Patrick School has partnered with Notre Dame to provide workshops and professional development for the school faculty and staff. Topics and discussions during these professional development opportunities include Multi-Tiered Systems of Support, Universal Design for Learning, variability, explicit instruction, innovation and technology, and functional behavior assessments, to name a few.

In order to meet the needs of all students, teachers have employed the use of graphic organizers, buddy reading, teacher modeling -"I do, we do, you do," used multiple means of representing content, and think-pair-share, for example.

This past summer St. Patrick School received a two-year grant totaling \$35,000.00 that will provide materials as well as continued professional development opportunities. In addition, the grant will also assist teachers with tuition costs if they were to enroll in a graduate inclusion program. So far, we have purchased materials that address sensory issues. We are also piloting an on-line 5th grade math program that tailors work based upon the students' strengths and areas of need.

While our goal is to include students with intellectual disabilities, we are currently serving students with a variety of learning, emotional, and behavioral differences. These students allow our school community to truly live our motto, "All Are Welcome."

## **PART VII - NON-PUBLIC SCHOOL INFORMATION**

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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?      \$6489  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$1400
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      3%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      2%