

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Victor Pellechia

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

Official School Name Our Lady of Perpetual Help School

(As it should appear in the official records)

School Mailing Address 4801 Ilchester Road

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

City Ellicott City State MD Zip Code+4 (9 digits total) 21043-6823

County Howard

Telephone (410) 744-4251 Fax (410) 788-5210

Web site/URL http://www.olphschool.org E-mail vpellechia@olphschool.org

Twitter Handle https://twitter.com/olphschoolmd Facebook Page https://www.facebook.com/olph.md Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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. Barbara Edmondson E-mail barbara.edmondson@archbalt.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Baltimore Tel. (410) 547-5515

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Anne Zanchettin Welsh
(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

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school 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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	10	18
K	10	14	24
1	10	8	18
2	10	9	19
3	7	9	16
4	9	11	20
5	14	9	23
6	15	5	20
7	13	11	24
8	13	13	26
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	109	99	208

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 8 % Asian
 - 10 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 64 % White
 - 5 % 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 2014 – 2015 school year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 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, 2014	208
(5) Total transferred students in row (3) divided by total students in row (4)	0.029
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 0%
 Total number students who qualify: 0

8. Students receiving special education services: 8 %
17 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>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>8</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	4
Student support personnel e.g., guidance 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 19:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	97%	96%	97%	96%
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 2015.

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

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

Yes No

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

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

OLPH School develops confident, active learners in a faith-based community through comprehensive and innovative academic programs that highlight personal learning styles, technology, and collaboration.

PART III – SUMMARY

Our Lady of Perpetual Help School, a uniquely vibrant Pre-K to grade eight school located in Howard County, Maryland, offers an individualized, Christ-centered education in a collaborative community. OLPH is dedicated to educating the heart, mind, and soul of each student. This sacred responsibility is honored by a highly qualified, reverent, and energized staff who deliver academic excellence and a cutting edge curriculum in a safe, nurturing environment.

OLPH, a school steeped in history and tradition, was originally named St. Mary's. A simple one-room schoolhouse, OLPH was founded in 1879 by Redemptorist priests and staffed by Notre Dame de Namur sisters. The Redemptorists were tasked with making Our Lady of Perpetual Help known to the world so the school was renamed, and OLPH School was born. After 103 years of faithful service, the Redemptorists turned OLPH over to the Archdiocese of Baltimore. In 1958, the first floor of the present school was built, and in the 1960s the second floor was added. A Parish Center, which houses a gymnasium, Pre-K, and additional classrooms, was completed in 2005, and in 2013 an Interactive Learning Center (ILC) was added to aid teachers in preparing students for the 21st century technological world they will lead. Today, OLPH parish continues to sponsor the school as an intrinsic part of its Catholic formation ministry.

OLPH is accredited by AdvancEd and pursues continuous improvement in its educational offerings and facilities. The staff aspires to promote a positive learning environment and prepare students to meet the challenges of the future. They are passionate about creating an exciting learning atmosphere for students, embracing the uniqueness of each child, and having the freedom to meet students' needs in a personal way. Whether in accelerated, on-level, or support programs, every student is engaged and encouraged to reach his or her God-given potential. A rigorous and innovative curriculum, critical thinking opportunities, cooperative learning groups, oral presentations, and state-of-the-art technology all enhance these goals. This year, as part of the school's commitment to provide students with the most current and effective tools to enhance their education, a one-to-one Chromebook program for grades four through eight is beginning, thanks to a \$36,000 grant from the Knott Foundation. Students are now able to search and share information with ease, and the Google classroom provides a wealth of opportunities for virtual collaboration.

OLPH offers support for students with learning differences through the Marian Program. This program recognizes the uniqueness of each child and provides the encouragement, skills, and means needed to succeed. This program underscores the OLPH philosophy that when parents, teachers, and students communicate and collaborate, students flourish. A full-time director, part-time reading specialist, and part-time tutors assist in the success of students. In addition, two part-time nurses attend to the physical needs of all students, while a guidance counselor cultivates emotional development.

The school offers a rich assortment of clubs and activities to engage the beautifully diverse population. Students, predominately from Howard and Baltimore counties, are encouraged to share their interests with others in extra-curricular activities including National Junior Honor Society, It's Academic, Writing, Chess, Robotics, Drama, Art, Basketball, Cross Country, Student Council, Band, and Choir.

The Buddy Program is one of the most valued traditions at OLPH. This program pairs a middle school student with a primary student for fellowship and fun learning opportunities. During these cherished times, students generously share of themselves, and caring friendships, some life-long, are formed. Community is strengthened as students learn the importance of being good role models and experience the joy of sharing their faith.

Christ is at the heart of everything this school does, and students are constantly thinking of new ways to offer service. Each grade chooses an organization to adopt, learn about, and provide for throughout the year. As students learn to understand others' sufferings, they are energized to make a difference and become spontaneously generous with their time, talent, and treasure. Some of the most loved outreach projects include supporting pediatric cancer research, soup kitchens, United Service Organizations, Catholic War Veterans, and local animal shelters.

The academic success of OLPH students is recognized by the numerous scholarships offered by local high schools, the Marlatt, Carson, and Knott Foundations, the Johns Hopkins University CTY Program, as well as placement in accelerated courses in high schools. The Healthy Howard Platinum Award recognizes the school's commitment to health and wellness, and the Howard County Civility Award acknowledges the school's initiative to graduate students of honor, integrity, and compassion. OLPH is committed to excellence in academics, spirituality, and community and is dedicated to developing faith-filled, confident students with strong character to succeed in the world and to make it a better, more loving place. The OLPH community would be proud to be recognized as a National Blue Ribbon School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The OLPH curriculum complies with standards established by the Archdiocese of Baltimore and the Maryland State Department of Education for non-public schools. The core curriculum is enhanced with a wealth of additional opportunities for making cross-curricular connections, using technology, reinforcing skills, and extending learning. Christian values are infused across all subjects. Each curricular approach is chosen to maximize student engagement and challenge students to achieve to the best of their ability. OLPH is dedicated to adapting curriculum to meet the needs of all learners.

The reading/language arts curriculum lays a strong foundation of letter symbols and sounds through multi-sensory experiences including manipulatives, songs, kinesthetic learning, and interactive whiteboard activities in conjunction with the MacMillan/McGraw Hill series, Treasures. Through modeling, guided practice, leveled readers, choice boards, and cross-curricular opportunities, students master active reading strategies. The Accelerated Reader Program integrates differentiation by identifying and tracking individual reading goals. Vocabulary is strengthened through pictures, context, word walls, digital activities, and Vocabulary in Action. Students learn composition in a scaffolded manner, following the writing process; feedback is provided through peer editing, conferencing, and the Google classroom. StudySync, an interactive online text, enhances reading, grammar, and writing skills in middle school. Language arts culminates with a six-page MLA style research paper and presentation on a student-chosen topic. An instructional assistant, reading specialist, and the Marian team conduct small-group, targeted instruction as needed.

The math curriculum develops an understanding of concepts including number sense, time, money, measurement, computation, and graphing. Higher-order thinking skills, cross-curricular activities, and real-world problem solving are emphasized. The McGraw-Hill My Math resources provide differentiated online learning tools including interactive tutorials, reteach and extension activities, and homework help for younger students, while the Glencoe text provides middle school students with a strong foundation in pre-algebra and algebra. A proctored geometry course is offered to high-achieving students. Manipulatives, learning centers, calculators, interactive whiteboard activities, and cooperative groups engage students across all ability levels. Math Facts in a Flash, an individualized practice program, helps students improve computation fluency, and educational apps reinforce and extend learning. Students in grades three through eight excel in the Catholic Math League's national math test competitions. An instructional assistant supports learning in the lower grades, while two levels of math with smaller class sizes are offered in grades four through eight.

Science incorporates the McGraw-Hill series, which offers a multitude of online learning tools including virtual labs, picture vocabulary, practice tests, and science-related links to explore. Spiral instruction includes grade-appropriate components of life, earth, and physical science. STEM techniques are fostered through hands-on learning, inquiry, experimentation, cross-curricular lessons, and critical thinking. Students devise experiments using the scientific method, explore weather conditions with WeatherBug, and see science come alive with Discovery Education and BrainPop videos. Younger students create models of habitats and visit the Maryland Science Center and the National Aquarium; older students perform dissections, research the ecosystem of the Chesapeake Bay, use technology to track hurricanes, and visit the Science and Engineering Festival in Washington, D.C. Students learn to be responsible stewards of the earth through the school's recycling program. Science culminates with a student-generated Science Fair project in which students compete at the state level. Students are supported and challenged through peer collaboration, individualized grading rubrics, differentiated projects, and alternative assessments.

The social studies curriculum engages students in critical analysis, appreciating and understanding cultural differences, and making global connections. Primary students study communities, transportation, and natural resources. Intermediate grades explore geography, economics, Maryland history, and early America. Middle school students focus on world cultures, government, geography, and American history. Students acquire skills through interactive whiteboard activities, digital textbooks, online videos, guest speakers, and

visits to historic locations such as Gettysburg, Fort McHenry, and Annapolis. Students enjoy cross-curricular activities and create hands-on projects such as family totem poles and models of Native American dwellings. Analysis of primary source documents and collaboration through the Google classroom are emphasized. Students are supported with audio resources, peer collaboration, guided note-taking activities, and support staff. Differentiated projects allow students to research, create, and report in a variety of ways and degrees of challenge. The National Geography Bee provides opportunity for enrichment and competitive exchange between grades.

OLPH Pre-K offers a curriculum aligned with standards of the State of Maryland Early Childhood Education Program, the Maryland Model for School Readiness (MMSR), and the Archdiocese of Baltimore. Literacy, math, faith formation, and social development are the foundation of this nurturing and engaging program. Learning opportunities cultivate creativity and exploration. They include interactive learning centers, song, movement, storytelling, manipulatives, and role playing to develop skills including phonemic awareness, comprehension, listening, writing, number sense, patterns, and real-life problem solving. Weekly checklists, teacher observations, and biannual Brigance assessments track the development of each child and reinforce a successful transition to Kindergarten.

2. Other Curriculum Areas:

OLPH's core curriculum is enhanced by art, music, physical education, foreign language, technology, library, guidance, and religion programs to ensure a well-rounded education with many varied opportunities for exploration and skill development. OLPH strives for excellence in preparing students to thrive in a diverse world and follows Archdiocesan standards, incorporating cross-curricular opportunities whenever possible.

Art is offered weekly to all students. Skills are acquired through direct instruction, modeling, experimentation, and the creation of individual and collaborative projects. Art history and elements are explored through exposure to various media and techniques. Cross-curricular projects such as South American Amate bark painting reinforce and extend learning. Students design stage sets for school drama productions, participate in local art contests, and host an annual student art exhibition. National Junior Honor Society students oversee an art club for younger students.

All students attend weekly music classes. The curriculum fosters appreciation of music, composers, and genres; students learn through playing various instruments, understanding music theory, singing, and participating in school concerts and student-led Masses. Students may opt to join the chorus, who meet bimonthly, and the band, who meet weekly, for additional opportunities.

The physical education program helps students develop optimum personal wellness, self-discipline, teamwork, sportsmanship, and skills necessary to maintain a healthy lifestyle into adulthood. Pre-K through grade five meet weekly; grades six through eight meet twice per week. Students acquire skills by participating in a variety of sport and wellness activities, on teams and individually. Students participate in the President's Fitness Challenge and a school-wide Field Day. Howard County has recognized OLPH as a Healthy Howard Platinum School.

The Spanish curriculum develops appreciation of culture and teaches students to speak, listen, read, and write in Spanish. Grades Pre-K through four meet weekly; grades five through eight meet twice each week. Students learn through conversation, translation, stories, songs, games, prayers, vocabulary, and grammar instruction. Online practice includes Quizlet and Kahoot. Educational apps, McGraw-Hill textbooks and workbooks, and a visit to an authentic Spanish restaurant support instruction. OLPH School is in compliance with the program's foreign language requirements.

The technology curriculum enhances education by providing tools to support 21st century learning. The curriculum complies with Archdiocesan standards and the International Society for Technology in Education (ISTE). Students in kindergarten through grade five participate in weekly classes; grades six through eight meet twice per week. Students gain exposure to current computing ecosystems by using Windows laptops, iPads, and Chromebooks. Students receive direct instruction and guided practice on

keyboarding, cyber safety, working in the cloud, parts and functions of the computer, and research skills. Pre-K students incorporate iPads into interactive center activities. Projects move theory to practice with students designing online games to share with primary grade buddies and learning basic aspects of digital code through fun tutorials. A one-to-one Chromebook program and interactive projectors in every classroom allow the richness of technology to permeate and dynamically support learning throughout the school.

Students in Pre-K through grade five have library class once each week. Themed story times and discussions, comprehension activities, author study, research activities, visits from the Howard County Public Library staff, and book selection develop library skills and enhance literacy. The library is open to all students before school for additional book selection and study time.

The guidance program flows from The American School Counselors Association National Model. Through role playing, problem-solving, storytelling, and journaling, the counselor helps students improve communication skills, make sense of problems, and develop self-awareness and leadership skills. Resources gathered from PBIS (Positive Behavior Interventions and Supports), Circle of Grace, Teaching Tolerance, and Character Counts are incorporated into lessons for all students spaced throughout the year.

Religion emphasizes ongoing faith formation, ministry, and appreciation of Catholic identity. Classroom instruction occurs across all grades four times per week. Students use Harcourt and Sadlier textbooks, the Bible, videos, songs, skits, personal reflections, and stories to master content, and they participate in numerous service opportunities such as collecting coats for the needy and supporting a sister school in Haiti. Faith is lived through participation in daily prayer, weekly Mass, Praise and Worship celebrations, Reconciliation, and Living Stations of the Cross. An annual spiritual theme anchors all programs in this foundational element of the school's mission.

3. Instructional Methods and Interventions:

OLPH uses a variety of methods and interventions to meet the needs of students and achieve instructional goals. Multi-sensory, differentiated instruction is designed to include components of auditory, visual, and kinesthetic modalities and is sensitive to diverse learners. Scaffolding with frequent checks for understanding, modeling, cooperative learning, and critical thinking are emphasized. Math manipulatives, leveled readers, individual conferences and reflections, student-generated projects, and interactive learning centers are employed to reinforce and extend topics, helping students maximize achievement.

Technology is key to supporting instruction at OLPH. Each classroom is equipped with an interactive projector, providing students with engaging, novel ways to make connections, practice skills, and extend learning. The McGraw-Hill science and math series give students access to valuable online learning tools including digital textbooks, tutoring support, practice tests, and virtual labs. Educational apps are used to individualize instruction in the primary grades, while a one-to-one Chromebook program debuts this year in grades four through eight. The Chromebook program will facilitate research and online learning and provide more opportunities for students to engage in independent and cooperative work. Many teachers create assignments, facilitate discussions, provide feedback, and share resources with students and families through the Google classroom.

OLPH challenges each student to work to his or her potential. The Accelerated Reader and STAR programs provide data to assist students in choosing books to read within individually identified reading ranges. Small, differentiated math classes and Math Facts in a Flash engage students at multiple ability levels. Problem-based learning is emphasized in Science Fair projects, BizTown activities, and Junior Achievement Finance Park.

Struggling students are supported by a reading specialist who administers benchmark assessments periodically to track progress and identify areas of weakness. Reading fluency is tracked through running records and Friday fluency folders. Small group, explicit instruction is provided to identified students up to four times each week. The reading specialist also works within classrooms several times each week to provide note taking and test taking support.

Students with diagnosed learning differences are supported through the Marian Program. Marian students receive accommodations as noted on their individual Student Action Plans. Students meet with the Marian team one to two times each week for academic and organizational support, while a Testing Center provides students with an alternate testing environment and additional time. The Marian Program underscores OLPH's commitment to individualized instruction so that all students are able to realize academic success.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessment strategies at OLPH yield results due to the philosophy that teachers are reflective practitioners responsive to the needs of students as indicated through varied learning tools. An array of diagnostics and formative assessments are used to enhance student achievement, such as in-class observations, pre-tests, collaborative learning groups, exit tickets, and academic games that informally guide instruction. These measures provide crucial insight about student understanding and skill development and shape short and long-term lesson planning by identifying areas of strength and need. Additional support is available from the Reading Specialist and Academic Dean, while the Marian Program has been instrumental in closing the achievement gap for students with learning differences by monitoring proficiency, performance, and confidence.

Teachers employ summative assessments such as mid-unit quizzes, unit tests, individual and group projects, and writing assignments. These are aligned with Archdiocesan standards and indicate mastery of content. Students receive feedback from their teachers, and inaccuracies are addressed to facilitate continuous learning. High achievement is further developed through extensions and differentiation, while students receive opportunities to relearn, practice, and demonstrate proficiency with challenging content.

Academic success at OLPH favors dialogue, as parents and faculty are in constant communication through phone calls, e-mails, and scheduled conferences. Parents access student grades through the regularly updated PowerSchool, and the school frequently shares student achievements with the broader community on the school website and social media platforms.

Language arts faculty use Accelerated Reader and STAR Testing to assess current reading levels and then create an individualized goal tailored to current progress. The program tracks student growth throughout the year and differentiates instruction to challenge students according to ability. High achievement in mathematics is fostered through a leveled program in grades four through eight. Assessment data, trimester grades, and qualitative feedback from faculty are used for placement in one of two groups so that pace and challenge are appropriately structured. Students sometimes transition between groups if performance deems necessary and may complete pre-algebra, algebra, or independent study geometry before graduation.

Students in grades three through eight take the Stanford 10 Achievement Test each spring. The results from those tests are disaggregated by grade, content area, and group graduation year to produce a greater richness of data. Teachers meet as departments and in content area teams to drill down and analyze results to collaboratively construct instructional plans that help students continue to make gradual improvements toward success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

OLPH is known for its positive, welcoming, and faith-based environment. The school is often referred to as the “OLPH family,” and community members frequently comment on the loving atmosphere evident across campus. Cheerful smiles and personal greetings from faculty and staff are routine as students arrive each morning. This caring climate sets the tone for an encouraging and nurturing learning environment. The devoted faculty offer extra time and support to all students, while parent and grandparent volunteers are critical to maintaining a strong home-school connection.

Celebration of achievement permeates the whole of the school environment. The lobby displays trophies earned through sports, academic, and extra-curricular activities. Incentive programs take place individually, classroom-wide, and school-wide. The foundation for these incentives is the WINGS system, an OLPH version of Positive Behavior Interventions and Supports (PBIS). WINGS stands for Wisdom, Integrity, Neatness, Graciousness, and Safety. When students demonstrate these prosocial behaviors, they are acknowledged with a pair of paper wings. The wings are proudly displayed in the lobby underneath the school pledge, which is recited daily. Students win prizes when wings are randomly drawn from the display. Other motivational activities include daily birthday recognition and student-led morning announcements. Individual behavior plans reinforce positive behaviors and provide support for students who struggle with behavior management.

The loving environment at OLPH is fortified through structured interactions between classes as evidenced by the Buddy Program. Middle school students are paired with younger students to promote mentorship and community-building through collaborative activities and field trips, but something deeper occurs between buddies. A more responsible, mature side frequently emerges in the older students while younger students gain a role model other than a teacher or parent. Many buddy pairs maintain caring relationships that extend beyond graduation day. This caring is then turned outward to the broader community through advocacy and solidarity. For instance, each class adopts a charitable organization, then supports that organization through a variety of service learning projects.

Teachers are valued and supported as leaders of the OLPH family. The faculty represent a range of skills, talents, and areas of expertise, while respect, collegiality, and cooperation typify professional relationships. Peer observations and walk-throughs offer opportunities for reflection and feedback, professional growth, and community connectedness. In addition, faculty retreats provide time for spiritual growth and renewal. Finally, the principal’s use of surveys, questionnaires, and informal discussions cultivates a positive school culture through accessibility and distributed leadership.

2. Engaging Families and Community:

OLPH welcomes the involvement of families and community members and works hard to strengthen those connections. The school has a broad base of support that generates resources aimed at the goal of ensuring student success and school improvement.

Before the school year even begins, the Family Mentoring Program ensures that each new school family is personally contacted and welcomed by a current family. Social connectedness is nurtured with a back-to-school picnic and various family outings such as ice skating, swimming, and laser tag held throughout the year. On Special Persons Day, students invite loved ones to share in Mass, refreshments, and morning classes. The Home School Association (HSA), an active link between home and school, coordinates Learning Beyond the Classroom, a week in which students explore careers as presented from a variety of special guests.

The faculty and staff take pride in being responsive to the individual needs of families. Teachers are easily accessible by school e-mail, and parents are encouraged to conference regularly with faculty. The Marian

Program hosts parent support meetings four times per year on topics of interest. Students and their families participate in weekly school Masses, and the parish priests visit classrooms to build relationships and nurture spiritual growth. Parents serve as room parents and volunteers, and they accompany children on field trips. Teachers host an annual Volunteer Appreciation Dinner for parents as a way of thanking them for their dedication to the students and the school. Families produce an Angel Ink school newsletter to promote correspondence, contribute to the beautification of the school, coordinate annual fundraisers, and host biannual Scholastic Book Fairs. Service and outreach programs enable students to actively learn from the work of local police and fire departments as well as other charitable organizations.

The Development Board engages the broader community with the objectives of nurturing fellowship, increasing enrollment, cultivating revenue sources, and increasing community involvement. The overall development strategy is one of relationship marketing. Prospective families are engaged personally through open houses, individualized tours, preschool and moms' group networks, and the Baptism Outreach Program. Cultivating financial resources outside the school is critical for providing consistent upgrades and improvements. Local businesses, alumni, parishioners, sponsors, grandparents, corporations, and foundations generously contribute approximately \$65,000 per year to support the school through donations. The Development Board hosts an Annual Community Reception to raise funds, increase awareness, and cultivate relationships in the broader community.

3. Professional Development:

Professional development at OLPH begins in the classroom and follows a student-centered model to determine what skills and instructional resources are required to address the needs of students. Standardized testing data is reviewed annually, and teachers have the ability to look longitudinally at student performance over time. Articulation meetings between faculty and staff across grade levels allow teachers to develop a collective wisdom on areas of strength and challenge as it relates to academic achievement and social development. This process helps to ensure that the educational history of students (i.e. content area grades, teacher observation, parent conferences) is preserved and utilized as they move forward.

This information is then used to review and update the school's continuous improvement plan, while also generating themes for the annual professional development calendar. Past topics include rigor in the classroom, strategies to enhance reading, working with students with learning differences, early childhood programs, developmental screening procedures, Positive Behavioral Interventions and Supports (PBIS), differentiated instruction, STEM education, 3D printing, Google Apps for Education, project-based learning, and SMART interactive software in the classroom. Professional development opportunities take the form of large group seminars for the entire faculty, single day workshops for individual teachers, and webinars. The professional learning community (PLC) model is utilized so that teams of teachers can investigate and research topics and then report out to colleagues on their findings. In-service days in collaboration with other area schools are scheduled to allow cross-pollination of ideas and to strengthen camaraderie and sharing of best practices with neighboring schools. This has also worked well for in-house development sessions where a peer to peer learning model has empowered colleagues to work together to share the expertise of a core group with the entire community. Several staff members are actively pursuing advanced degrees in their fields. Faculty retreats and community outreach experiences also provide valuable opportunities for connectedness, spiritual renewal, and personal growth.

In order to ensure and understand how skills garnered through professional development opportunities are utilized in the classroom, faculty and staff are surveyed on how techniques are operationalized with the students. This helps to evaluate new strategies and resources and further plot the professional development path for the future. Formative and summative classroom observations and annual professional evaluations look for evidence and provide feedback to teachers on the successful deployment of professional learning, while also discussing areas of further growth.

4. School Leadership:

OLPH utilizes a distributed leadership model to maximize expertise from multiple stakeholders while creating a sense of shared responsibility for school success. The overarching philosophy is that everyone has a voice; teachers, parents, students, and the broader community all have a role to play in the school's life and direction. The administration is comprised of the school principal and the academic dean. The principal oversees academic and student life, maintains the school's business operations, and seeks to implement initiatives to realize the school's mission and vision. The academic dean oversees school discipline, assists in executing the academic program, and manages scheduling and grade reporting.

Whole faculty meetings convene once a month to dialogue about issues pertinent to the entire organization. Monthly department meetings, led by a department liaison, take advantage of the school's structure of primary, intermediate, and middle school grades; liaisons report back to the administration on issues of particular salience at each level. In this way, all faculty and staff have regular input into the decisions and direction of the school. A student council sponsored by faculty and comprised of representatives and officers from grades four through eight meets regularly to discuss annual goals and programs. These elected members represent the greater student body and have an important role in counseling the principal on school issues.

The principal reports to the Church pastor, who provides guidance and feedback on the relationship and initiatives between parish and school communities. The School Board maintains a body of approximately ten to twelve members of the community who bring professional expertise and advise the principal on issues such as technology, facilities, finance, Catholic identity, marketing, development, fundraising, and strategic planning. The School Board holds monthly general meetings as well as monthly executive team meetings. The Development Board promotes enrollment, cultivates financial resources, engages alumni and local business leaders, and coordinates the Annual Fund Drive (AFD). This year, the AFD will provide students with additional science equipment as well as new laptops for the Interactive Learning Center (ILC). The Home School Association (HSA), led by a team of elected parents who meet monthly, nurtures the connection between home and school. The HSA sponsors field trips and Learning Outside the Classroom activities to stimulate curiosity and promote learning. The principal is present at all aforementioned meetings to ensure that all efforts and activities are focused on student achievement and continuous improvement.

PART VI * INDICATORS OF ACADEMIC SUCCESS

Individual attention and personalized education are vital to the success of students at OLPH. Students are welcomed by name, and each is viewed as a priceless child of God, with weaknesses to be supported and strengths and talents to be enhanced. Learning styles are recognized and differences are embraced as teachers and students work together in a collaborative environment that fosters success. Mistakes become opportunities for learning rather than roadblocks to confidence. OLPH celebrates the unique intellectual and personal gifts each child possesses, building up a positive and loving learning community.

Individual attention is evident as students and teachers set academic goals to track success. In grades Pre-K through five, faculty complete checklists and benchmark assessments to track student progress and provide explicit skill instruction and intervention wherever needed. Support is provided through the Reading Specialist, small group instruction, collaborative learning, tutoring, leveled readers, and differentiated instruction. Students in grades three through eight use the Accelerated Reader and STAR programs to uncover individual reading levels, set goals, and choose appropriate books within a specific reading range. Interest differences are respected as choice is built in to book selection and subsequent projects. Formative assessments, student conferences, and opportunities for reflection are used across all grade levels. Students with diagnosed learning differences receive accommodations and support from the Marian Program through an individualized Student Action Plan. Socio-emotional growth is monitored by the guidance counselor who works with individuals and groups on personal goals and conflict resolution.

OLPH employs several initiatives to achieve personalization beyond the classroom. Each school year is shaped by a religious theme such as "Love one another." After engaging in discussion, students are guided to develop individual spiritual goals. The theme is posted throughout the school, and students reflect on and connect its meaning to their everyday life. The WINGS system recognizes and rewards individual students who display targeted positive behaviors, while the Buddy Program encourages students to support each other across grades. The Outreach Program empowers care and advocacy to extend beyond the school to partner organizations chosen by each grade. Funds are raised and donations collected, while guest speakers and trips to local charities teach students to put a human face on service. In this way, individualized attention comes full circle by promoting feelings of personal value that lead not just to academic success but to strength of community within and beyond the walls of the school.

PART VII - NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$7112
(School budget divided by enrollment)

4. What is the average financial aid per student? \$641

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 9%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 51%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	631
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	667
Number of students tested	17
Percent of total students tested	80.95
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 4 students' scores (19.05%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	678
Number of students tested	11
Percent of total students tested	68.75
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 5 students' scores (31.25%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	709
Number of students tested	20
Percent of total students tested	74.07
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 7 students' scores (25.93%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	715
Number of students tested	26
Percent of total students tested	96.3
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 1 student's scores (3.70%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	735
Number of students tested	22
Percent of total students tested	73.33
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 8 students' scores (26.67%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	645
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	684
Number of students tested	17
Percent of total students tested	80.95
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 4 students' scores (19.05%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	680
Number of students tested	11
Percent of total students tested	68.75
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 5 students' scores (31.25%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	705
Number of students tested	20
Percent of total students tested	74.07
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 7 students' scores (25.93%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	707
Number of students tested	26
Percent of total students tested	96.3
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 1 student's scores (3.70%) not reported by testing company due to documented learning differences and special needs.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Stanford Achievement Test- 10th Edition</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	715
Number of students tested	22
Percent of total students tested	73.33
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 8 students' scores (26.67%) not reported by testing company due to documented learning differences and special needs.