



## PART I – ELIGIBILITY CERTIFICATION

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1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 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: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2017-2018) 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	18	14	32
<b>K</b>	19	19	38
<b>1</b>	16	13	29
<b>2</b>	16	9	25
<b>3</b>	12	15	27
<b>4</b>	17	14	31
<b>5</b>	17	11	28
<b>6</b>	18	17	35
<b>7</b>	16	18	34
<b>8</b>	17	16	33
<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>	166	146	312

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 4%

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, 2016 until the end of the 2016-2017 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2016	315
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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: 2 %  
5 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>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>5</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> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
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 16:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	95%	96%	95%	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 2017.

<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. 2006

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

Our Lady of Mount Carmel School strives to provide a faith-based, quality education that empowers students to lead and serve in our diverse, global society.

## PART III – SUMMARY

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Our Lady of Mount Carmel is a Catholic elementary school proclaiming the good news of Jesus Christ, our foundation and inspiration. In partnership with families, students learn about the person of Jesus, worship as members of the Church community, and offer service to the less fortunate. Our Lady of Mount Carmel seeks to educate the whole child through its strong academic program and to enrich the total person through co-curricular and extracurricular activities. We strive to provide a quality education that empowers students to lead and serve in our diverse, global society.

The 312 students attending OLMC School in PreKindergarten through grade eight reside in Doylestown Borough, Doylestown Township or one of the surrounding communities. At this time, students are members of eleven parishes in addition to Our Lady of Mount Carmel parish.

Our Lady of Mount Carmel School is located on a 12 acre complex in Doylestown Borough, Pennsylvania. Established in 1876 and staffed by the Sisters of Saint Francis of Philadelphia, OLMC School has been providing a quality Catholic education for 142 years. The school recently celebrated its 140th anniversary with a Mass, an evening celebration for families and alumni, and the induction of prominent graduates into the first Hall of Fame.

OLMC School has been accredited by the Middle States Association of Colleges and Schools since 1983. The curriculum is based on the guidelines established by the Archdiocese of Philadelphia and implemented and enhanced by the faculty, staff and administration to provide a rigorous, comprehensive, and faith-filled education for the students. Key strategies encourage and challenge students to grow academically, emotionally, socially and physically.

The principal acts as the instructional leader of the school by providing professional development opportunities for the faculty so that practices at OLMC School mirror the best practices in the educational community. Within the last two years, the school adopted the Next Generation Science Standards and the C3 Framework for Social Studies State Standards for all grade levels. The faculty worked as a team to identify instructional resources and attended training sessions to successfully implement the new curricula. Additional topics covered include technology in the classroom, writing across the curriculum, student learning needs, brain-based learning, and emotional development.

The administration and faculty are tireless in identifying initiatives that will improve the co-curricular and extracurricular offerings at OLMC School. Under the guidance of the pastor and principal, the Home and School Association built an outdoor ecological classroom to augment the STEM program and provide service opportunities for students. Within the classrooms, students use technology extensively as a tool to engage with the curriculum. Students in grades six, seven and eight use Chromebooks at a 1:1 ratio while students in grades Kindergarten through five have access to Chromebook and iPad carts. Additionally, all classrooms are equipped with Smart Boards and computers. At this time, OLMC School exceeds the recommendations in the Archdiocese of Philadelphia Technology Plan.

Co-curricular and extracurricular classes help develop the full potential of the students. In grades seven and eight, students choose elective classes each trimester. Offerings include High School Prep Test preparation, yearbook, sports conditioning, and sculpture. Extensive after school options include FLL Robotics Club, K'Nex STEM Design Challenge, Science Explorers, Rosary Club, Reading Olympics, chess, dance, sports and choir.

Student leadership is cultivated when older students act as mentors to younger students to promote literacy and as role models at religious services. Members of the National Junior Honor Society offer tours for prospective parents and lead the student body in promoting service. A volunteer group worked with the faculty to develop the school Honor Code, promoting responsibility, fairness, respect, kindness, honesty and optimism.

OLMC School offers extensive supports to qualified students, including small group remediation for reading

and math, speech and language services, and Wilson tutoring. The school guidance counselor and psychologist provide individual and group counseling services, academic screening, and psycho-educational evaluation testing. The administration and faculty members work with the guidance department and parents to create individualized student learning plans.

Our Lady of Mount Carmel School received the National Blue Ribbon School Award in 2006 and has leveraged the award in many ways. The award has become a key part of branding initiatives, playing a prominent role on the website, marketing communications, and advertising. Prospective parents are positively influenced by the Blue Ribbon School status and cite the award as a key factor in joining the school community. Since 2006, OLMC School has adapted the curriculum and instructional methods as research-based changes are presented for implementation. The school climate and culture are overwhelmingly positive, resulting in stable enrollment. Professional development is ongoing and guided by the principal as the instructional leader to address emotional, social or academic needs within the school. The OLMC School families are highly engaged with 95% actively participating in the Home and School Association.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Our Lady of Mount Carmel School seeks to educate the whole child through its strong academic program while meeting individual student needs. The school follows the learning standards as set forth by the Archdiocese of Philadelphia which are “rooted in scholastic tradition and relevant in today’s world.”

#### English Language Arts

The English Language Arts curriculum encompasses reading, language, writing, and listening and speaking. In the primary curriculum, phonics emphasizes letter recognition and formation. Students master grammar concepts which are incorporated into the writing process when the students write expository, narrative and argumentative pieces. The reading program uses high interest, quality literature to develop reading ability and comprehension.

At the elementary and middle levels, students focus on literature and the writing process. The Reading standards use age-appropriate literature across a variety of genres to promote the growth of comprehension, text complexity, and active reading skills. The Language standards include the essential rules of standard written and spoken English, effective use of language conventions, and vocabulary acquisition. The writing process and compilation of a student portfolio is a particular focus at all grade levels.

The Speaking and Listening standards require students to develop a broad range of oral communication and interpersonal skills. Working in conjunction with the Library and Technology teachers, students learn to work collaboratively to express ideas, integrate varied sources of information, and evaluate the validity of the information.

#### Mathematics

The Mathematics curriculum enables students to develop accuracy in basic concepts, computation and problem solving skills. The standards provide students with a foundation in whole numbers, addition, subtraction, multiplication, division, fractions, decimals, probability, geometry and algebra. The students are taught to make sense of problems, apply skills to problem solving activities, and reason abstractly and quantitatively. All students are required to communicate mathematical thinking.

Basic concepts and tables are reviewed daily through the use of math maintenance activities and the IXL and First in Math enrichment computer programs. The students are required to model mathematics in the real world through projects and participate in competitions such as the Pennsylvania Math League and IHM contests. Qualified students in grades four through eight participate in the Honors Math program. At all grade levels, students are encouraged to listen carefully, ask questions, and apply acquired knowledge to problem solving tasks.

#### Science

The Science curriculum is a STEM-based program where students engage in the scientific method by first gathering information and predicting patterns in the fields of life science, physical science, earth and space science and engineering. Students then develop models and undertake grade level, appropriate design projects to construct, test, collate and analyze data. Many of these activities are conducted in the ecological classroom. Instruction is supported by programs such as Discovery Education and Science Dimensions.

Real-world, project-based learning is emphasized at all grade levels. Recently, fifth grade students received state recognition for water conservation projects that were developed to aid the local community. Students participate in enrichment activities such as Science Explorers, the Bucks County Science Research Competition, K’Nex STEM Design Challenge, and FLL Robotics Club. These activities, coupled with the curriculum, foster an enthusiasm and a love of learning for the students.

## Social Studies

In the Social Studies curriculum, students focus on themes while building critical thinking, problem solving, and participatory skills. The third grade curriculum focuses on communities, the environment, cultures, civic practices and economic systems. Fourth grade students study the geography and history of the state of Pennsylvania. Fifth grade students are introduced to the rise and fall of Western Empires while the sixth grade curriculum focuses on the Eastern Hemisphere. The two year course for seventh and eighth grade asks students to analyze, examine, and study in chronological order the events leading up to World War II from an American perspective. The Social Studies course of study is enhanced by field trips, research projects and presentations intended to prepare students for a greater understanding of our world.

Teachers utilize multiple resources to implement the curricula and promote the acquisition of foundational skills. Varied instructional strategies are utilized to ensure that learners at all ability levels are able to master content, apply skills and think critically. Upon graduation, the students have acquired the foundational skills required to advance to secondary education.

## PreKindergarten

The PreKindergarten program provides students with an enriched learning environment in preparation for success in Kindergarten. Instruction is provided through play-based activities, learning centers and gross and fine motor development. Students develop literacy skills such as listening and telling stories, identifying the letters and sounds of the alphabet, and creating journals. Exposure to numbers, shapes, patterns and sequences familiarize the students with mathematics concepts. Students develop a love of God and sense of communal responsibility through the religion curriculum. Indicators of success are that PreK students are independent learners and cooperative classmates in the primary grades at OLMC School.

## **2. Other Curriculum Areas:**

### Religion

The OLMC School mission proclaims the good news of Jesus Christ and the Religion program calls students to learn about the person of Jesus, worship as members of the Church community, and offer service to the less fortunate. Students in PreKindergarten through grade eight receive daily instruction in Religion using the curriculum of the Archdiocese of Philadelphia. The multi-faceted program focuses on God, the Blessed Trinity, the life of Jesus, the Church, Mary, the Mass, the liturgical year, the Bible, prayer, the Saints, sacramental preparation, and social justice. Masses, prayer services, daily prayer, and frequent service projects build spirituality while encouraging students to put faith into action.

### Fine Arts

Students in PreKindergarten through grade eight receive weekly instruction in Visual Arts using the Archdiocese of Philadelphia curriculum guidelines. Participants in the program are introduced to various skills while incorporating the elements of art, art history, and the principles of design. A variety of media is utilized such as crayon, pastel, chalk, pencil, paint and clay. The goal of the visual arts program is to build an appreciation of art, teach skills, and encourage confidence and creativity. Students participate in an annual, school-wide art show, compete in local art contests, and exhibit work at venues throughout the community.

The goals of the Performing Arts curriculum are to provide all students with exposure to and appreciation for music and to develop confidence in musical performance. Students are taught the fundamentals of music theory and history. Students develop skills by learning to play instruments such as Orff instruments, recorders, and guitars and through choral singing. Events take place throughout the year allowing students to demonstrate musical abilities. Interested students may choose to participate in Band, Choir, and Tone Chimes.

## Physical Education

Students in PreKindergarten through grade eight receive weekly instruction in Physical Education. In addition to the Archdiocesan curriculum, the physical education teacher aligns instruction with the Pennsylvania Standards for Health, Safety and Physical Activity, and the National Standards for Physical Education. Students gain the knowledge, skills, and confidence to enjoy a lifetime of physical activity, model positive values, and promote physical and spiritual wellness. Classes focus on the development of gross motor skills through participation in team building activities and modified games.

## Foreign Language

Our Lady of Mount Carmel School is in compliance with the National Blue Ribbon School Foreign Language requirements. Spanish instruction is guided by the curriculum established by the Archdiocese of Philadelphia. Students in PreKindergarten through grade four receive instruction weekly while students in grades five through eight participate twice weekly. Instruction focuses on the foundational skills of communication, comparison/connection, culture and communities. The objectives of the Spanish program include the acceptance and respect for the Spanish culture; the skills of listening, speaking, reading, and writing in a foreign language; and the self-confidence and foundation for future success.

## Technology/Library

Students in Kindergarten through grade eight receive weekly instruction in Technology using the Archdiocesan guidelines and the International Technology in Education National Standards. Competencies provide a platform for developing proficiency while encouraging the integration of technology with the curriculum. The program promotes higher order thinking skills, creativity, innovation, collaboration, and communication. Skills acquired include keyboarding, mouse skills, coding, web design, and multi-media products along with G Suite for Education apps including docs, sheets, and slides. Copyright rules and the reliability and validity of websites are taught, and students complete Common Sense Media activities to gain an understanding of internet safety and digital citizenship. In addition to a designated computer lab, OLMC School boasts iPad and Chromebook carts for classroom use. Students in grades six through eight use Chromebooks at a 1:1 ratio and all classrooms are outfitted with Smart Boards.

The Librarian provides weekly instruction to students in PreKindergarten through grade eight and collaborates extensively with teachers and the technology program. In the primary grades library reinforces emergent literacy and literature appreciation. Students learn research skills and teachers collaborate with the librarian to design and implement research projects. Multiple databases are available including the state-sponsored Power Library. Students learn note-taking strategies, evaluate the validity of sources, and become media literate. All students can reserve and borrow books, promoting reading for pleasure and independent learning experiences.

### **3. Instructional Methods, Interventions, and Assessments:**

Our Lady of Mount Carmel School uses a child-centered approach that starts with meeting students where they are and taking them forward in a manner that leverages individual strengths. Planning and instruction seek to reflect an approach that incorporates cognitive development, academic and personal interests, and social and emotional readiness.

Based on an understanding of the diverse learning styles present in each classroom, instruction is differentiated in delivery, format, and use of techniques. Methods of instruction include direct instruction, cooperative learning, tiered lessons, and learning centers. Growth achieved through interpersonal work, especially problem solving and exposure to real-world, scenario-based learning experiences in actual settings, remains essential to developing the whole child.

Leveraging small class size and a low teacher to student ratio, teachers present instructional goals and key concepts followed by small group and individualized elaboration based on learner differences. Starting with essential questions, instruction is scaffolded and results in authentic performance-based assessments. In

addition to textbooks, instruction is augmented with class discussion, projects, presentations, visual aids, graphic organizers, cross-curricular assignments and technology. Formative assessment tools are utilized for progress monitoring and to identify student-specific needs. Assessments include projects, presentations, and portfolios, which provide meaningful measurements of learning, in addition to traditional testing.

Today's learner is connected to the larger world through technology. Instruction seeks to leverage this reality while at the same time recognizing that technology must be combined with experiential learning to be effective. As such, technology is used as a tool to access the curriculum, share information, and create educational products.

Using student performance as a guide, interventions are provided in a natural, flowing context with the goal of proactively providing necessary supports. Interventions include accommodations and modifications in daily classroom work, homework, and assessments. Teaching teams work together to monitor progress and follow a best-practice methodology of stepped, staged, evaluated and revised supports, always focusing on the benefits as outcomes are realized by the student. Parents work in close partnership with students and teachers to provide consistent support and reinforcement in the home setting. Small group remediation in reading and math are provided by Catapult Learning and the Bucks County Intermediate Unit is responsible for speech and language therapy. The school counselor works closely with students and families to provide counseling services and with teachers for individual and whole group classes related to study skills and organizational tools. Learning screenings and psycho-educational evaluations are administered by the counselor and school psychologist when needed.

The Terra Nova 3 Common Core and Inview tests are administered each spring to students in grades three through seven as required by the Office of Catholic Education, and students in second grade take the Terra Nova Multiple Assessments test. The results provide individual student data related to performance by content area including the information, knowledge and skills tested as well as norm-referenced scores that measure cognitive ability. Individual results are used to measure skills and abilities for success, plan effective programs, suggest possible learning disabilities, and identify students who may qualify for the Honors Math program. High performing students also qualify to compete for scholarships through the Neumann Scholars Program.

At the school level, Terra Nova results are analyzed for group achievement, effective instruction and progress over time. Terra Nova results are also used to monitor school performance for the Middle States Association action plans. Eighth grade students complete the Scantron Performance and Achievement tests to measure individual progress in and mastery of the algebra curriculum. Students who pass the Achievement test in the spring receive credit for algebra at Archdiocesan high schools.

As a 2006 National Blue Ribbon School and current high performing school, Our Lady of Mount Carmel continually strives to maintain high levels of student achievement. The faculty and administration at OLMC School attribute this success to small class sizes which promote individual attention and differentiated instruction; skilled professionals who use varied instructional methods, appropriate interventions, and quality assessments for students; updated technology devices and applications for classroom and student use; and excellent collaboration and communication with families.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

The pastor, principal, faculty, staff and parents work in partnership to create the positive climate and culture at Our Lady of Mount Carmel School. Students are engaged, motivated and excited to be members of OLMC School where they demonstrate integrity, exemplify morality, and show respect for others; live and express the Catholic faith; think critically, creatively and independently; and exercise leadership in civic and religious activities.

Students are encouraged to actively engage in the academic program, where the dedicated teachers differentiate instruction and value student input, allowing students of all abilities to master objectives and experience success. Instructional methods that encourage student collaboration and discussion build a sense of responsibility and independent thinking.

Students understand that individual contributions lead to the greater good of the student body. Partnerships exist between the students in PreKindergarten and grade five, Kindergarten and grade six, and grades one and seven where the older students act as mentors and prayer partners to the younger students. Seventh and eighth grade students offer weekly service in the primary grades. National Junior Honor Society members represent the student body as they conduct tours and guide service projects. Student leaders created the OLMC School Honor Code which is recited daily to provide exemplars of student behavior.

OLMC School believes in enriching the whole child by offering ample co-curricular and extracurricular activities. Starting in PreKindergarten, students build competencies by participating in after school activities such as art, choir, chess, dance, robotics, Science Explorers, and sports programs. The annual school musical allows older students to develop confidence and collaborative skills.

Spiritual and emotional growth opportunities abound at OLMC School. Guided by a Liturgy Coordinator, the students actively contribute to frequent prayer services and Masses. Sacramental preparation, visits to the convent chapel, instruction from seminarians, and visits from the pastor coupled with classroom lessons provide a faith foundation for the students.

Teachers are valued and respected by the school community. The teachers are encouraged to share ideas and best practices through grade level team meetings and during weekly faculty meetings. The co-curricular teachers work collaboratively with the homeroom teachers to integrate instruction across the curriculum. The faculty and staff feel supported by the principal who is readily available to visit classrooms, brainstorm ideas, and listen to concerns. The Home and School Association shows appreciation to the faculty and staff by offering stipends for supplies, birthday and holiday gifts, and invitations to social events.

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

Our Lady of Mount Carmel School works with families and the parish community to ensure the success of every student. This success stems from ongoing professional development, state-of-the-art technology, hands-on experience gained in the outdoor, ecological classroom, and multiple service projects.

Families have ample opportunities to contribute to student success and school improvement. Parents work cooperatively with the faculty and staff to support the classroom instruction of the students on a daily basis. Volunteers work in the library and as homeroom parents, participate in the community service organization, and assist at events sponsored by the Home and School Association. Parents also assume leadership roles by accepting executive board and committee chair positions on the Home and School Association. The group works with the community to enrich the lives of the students, faculty and staff. Fundraising events have enabled the school to purchase Chromebooks, iPads, and Smart Boards, all of which contribute to academic engagement and success. These proceeds also allowed for extensive cafeteria renovations, the installation of eco-friendly water fountains, and the construction of the ecological

classroom.

A strong presence in the Doylestown community also fosters student success. Parish organizations provide support and assistance on a regular basis. The members provide tuition assistance to families in need and contribute donations to the library, ensuring that students have access to engaging books and electronic resources, in addition to producing and directing the annual school musical. Student teachers from Delaware Valley University assist with the utilization of the ecological classroom. Volunteers from Penn State Extension Embryology Unit allow students to experience the stages of chick development. Area businesses contribute to school through the designation of EITC funds and participation in fundraising efforts.

OLMC School broadly disseminates information concerning academic achievements. School families and parish members are informed through multiple communication channels. Families receive an electronic newsletter highlighting student accomplishments, awards and programs. The principal shares a “Principal’s Point of View” column weekly in the church bulletin, broadcasting standardized test scores, eighth grade scholarship news, and noteworthy school projects. If students experience academic challenges, the administration and faculty work with parents individually to develop a plan for success. This plan may involve remediation, guidance or instructional support teams (IST) documents.

The faculty, staff and administration of OLMC School proudly engage families and communities in supporting the mission to educate students academically, socially and emotionally.

### **3. Professional Development:**

Professional development at Our Lady of Mount Carmel School is intentional and goal-oriented. Since teaching quality and school leadership are critical factors in raising student achievement, educators at OLMC School seek to expand the knowledge and skills needed to implement the best educational practices. The faculty and administration actively participate in professional development opportunities offered through workshops, online courses, graduate programs, and conferences.

Teachers at OLMC School are required to maintain good standing with the State of Pennsylvania Department of Education with regard to the acquisition of Act 48 hours. Recent workshop topics include technology in the classroom, writing across the curriculum, student learning needs, brain-based learning, and emotional development. The Archdiocese of Philadelphia requires annual attendance at a Religion workshop to keep Religion certification current. Faculty members receive an annual stipend and substitutes are provided for teachers attending workshops.

The Archdiocese of Philadelphia approved curricula changes periodically, creating a need to update instructional practices and assessments. For example, the Next Generation Science Standards were adopted in the fall of 2015. The faculty participated in multiple NGSS webinars since mastery of the curriculum is vital to implementation and student success. Other workshops reinforce practices that leverage technology to improve student learning. The faculty completed training for the use of G Suite for Education, allowing teachers, students and parents to effectively interface.

The Middle States Reaccreditation process prompted the faculty and staff to identify areas for growth in the learning environment at OLMC School. Areas identified included writing across the curriculum and mathematical problem solving. The faculty participated in a series of professional reading groups related to the 6 + 1 Traits for Writing and collaborated extensively over a two year period to adapt effective rubrics, benchmark samples and collect data. Faculty teams also formed to develop a plan to increase problem solving and a school-wide assessment tool.

Faculty members strive to develop effective relationships with students and meet the needs of diverse learners. Brain-Based Learning, Effective Practices for Students with Autism, and 21 Keys for High Performance Teaching and Learning workshops provided the faculty with information on cognitive development and social learning theory. Faculty meetings provide opportunities to discuss techniques and share ideas for implementation.

The faculty and administration at OLMC School are fully committed to helping students learn at the highest levels and recognize that ongoing professional development provides the necessary tools for this growth.

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

At Our Lady of Mount Carmel School, the pastor and the principal partner to develop a leadership philosophy that promotes the academic, social and emotional development of the students. The pastor oversees the financial and spiritual needs of the school community while the principal acts as the educational leader of the faculty, staff and students. The principal and pastor are highly committed to the success of OLMC School and serve on the Bucks County Collaborative Council in support of Catholic education.

The principal takes the role of educational leader seriously, making every effort to foster positive relationships between faculty, staff, students and families. Enthusiastic and energetic, the principal sets the tone for successful collaboration by working with the faculty and staff to define the school mission, manage the instructional program, and promote a positive learning environment. The principal models this commitment by visiting classrooms to monitor student engagement and observe instruction; conducting lunches where students share ideas and volunteer to lead activities; and attending group meetings where learner needs are identified or progress monitoring is discussed. The principal celebrates the successes of the students at OLMC School by distributing report cards, publishing the school newsletter, writing a weekly column for the church bulletin, and posting exemplary work on the Principal's Pride board.

The dedicated faculty contributes to school success through participation as teacher leaders. Teachers engage in professional development activities related to research-based best practices. They act as curriculum chairpersons and grade level coordinators, moderate co-curricular and extracurricular activities, and mentor induction candidates. These educators eagerly collaborate with the principal to take an active role in creating a positive climate and promoting student success.

Another stakeholder group supporting the school is the Home and School Association. The executive board members guide the parents who work tirelessly to augment the resources and programs at OLMC School. During the past three years, the association funded the ecological greenhouse and eco-friendly water fountains as well as extensive additions to the technology program including Chromebooks, iPads, charging carts, and Smart Boards. The parents also volunteer regularly in the library and as guest teachers, homeroom parents, and Career Day presenters.

Our Lady of Mount Carmel School has been educating students for 142 years. Proud of this tradition of excellence, the pastor and principal believe that a collaborative model of leadership provides the guidance and support needed to provide a quality, Catholic education for all students.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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Students are the reason that Our Lady of Mount Carmel School exists. Every academic program, social-emotional initiative, professional development workshop, and liturgical service is carefully planned and implemented with the goal of meeting the mission of the school. Despite living in a locale with a strong public school system, parents choose to send their children to OLMC School because they believe that ours is a family-centered, academically strong, and spiritually vibrant community. Given this reality, the practice that is most instrumental to the success of Our Lady of Mount Carmel School is the long-standing commitment of the stakeholders.

On every level, the OLMC School community promotes academic excellence while recognizing that success only happens when student individuality is recognized and appreciated. With the support of the principal, faculty members in every discipline strive to create content-rich and student-centered experiences. Personalized learning plans, reinforced by parental support and encouragement, meet the needs of the diverse population of students. Teachers work cooperatively to reflect and evaluate the success of programs and strive for continual improvement. The small class size and low teacher to student ratio positively impact the ability of the principal and faculty to get to know and challenge each student. Graduates of OLMC School are accepted to the high schools of their choice, often with scholarships and awards. The commitment to OLMC School is so strong that fourteen employees are alumni or parents of alumni!

The sense of commitment and collaboration is evident in the parish and community as well. Parish support groups make donations for improvements in the facility, donate funds to the library, support tuition assistance, and direct after school programs. The greater Doylestown community businesses make donations for Home and School fundraisers and attend social events. Together with families, these generous donors contribute to the financial stability and outstanding resources available to the students.

The success of Our Lady of Mount Carmel School is directly related to the investment of the people who care deeply for its students and the impact that they will make on our society as they step forward to lead and serve future generations.

## 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?      \$6096  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1701

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      0%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      12%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 3  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	83
Number of students tested	26
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 4  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	83
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 5  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 6  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 7  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	85
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 3  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	87
Number of students tested	26
Percent of total students tested	96
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 4  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	86
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 5  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	67
Number of students tested	37
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 6  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** McGraw Hill  
CTB

**Grade:** 7  
**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	89
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**