

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

[] Public or [X] Non-public

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

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

Official School Name Mother of Providence Regional Catholic School
(As it should appear in the official records)

School Mailing Address 607 South Providence Road
(If address is P.O. Box, also include street address.)

City Wallingford State PA Zip Code+4 (9 digits total) 19086-6939

County Delaware

Telephone (610) 876-7110 Fax (610) 876-5923

Web site/URL https://mpregional.org E-mail sdempsey@mpregional.org

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

Date _____

(Principal's Signature)

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

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Kathleen Kinne
(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	29	21	50
K	21	16	37
1	16	4	20
2	12	9	21
3	10	8	18
4	11	11	22
5	8	12	20
6	7	8	15
7	12	11	23
8	7	8	15
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	133	108	241

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 2.9 % Asian
 - 19.3 % Black or African American
 - 4.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69.6 % White
 - 3.3 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 1%

If the mobility rate is above 15%, please explain:

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2018	249
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 21

8. Students receiving special education services: 7 %

16 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> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>3</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: 1

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

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	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 2019.

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.

Mother of Providence Regional Catholic School educates students' minds, nurtures their hearts, and prepares them to be faith-filled members of our diverse local and global communities.

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

PART III - SUMMARY

Mother of Providence Regional Catholic School, located in Wallingford, Pennsylvania, opened its doors in September 2012, on the campus of St. John Chrysostom Parish. Nativity B.V.M. and St. John Chrysostom regionalized their respective parish schools on the recommendation of a 16 member committee that examined the curriculum, finances, facilities, and enrollment of the schools in the Archdiocese of Philadelphia. The current student population is a combination of children from these parishes as well as those from several local communities. The children enrolled from the eight surrounding school districts provide diversity, steady growth, and learning experiences for all.

When the schools merged in 2012, they did so with the intention of blending their traditions and legacies. Both schools had histories rich in tradition; their identities were molded by their spiritual formation, academics, service, and community. The school believes that these traditions have helped shape the identity of Mother of Providence Regional Catholic School as it forges a new path as one of the leading Regional Catholic Schools in Delaware County.

In 2015, Mother of Providence Regional Catholic School received Middle States Accreditation. In the fall of 2019, only seven years after the merger, Mother of Providence Regional Catholic School was recognized by the Archdiocese of Philadelphia as a School of Distinction. Schools were selected based on a full year's growth in Terra Nova Standardized Test scores. Mother of Providence Regional Catholic School was one of five schools in the Archdiocese of Philadelphia that achieved 100% growth in all areas and grades. According to the PA Department of Education, "a growth score of 70 indicates a school is meeting the statewide standard." Mother of Providence Regional Catholic School is far exceeding this standard.

Mother of Providence Regional Catholic School's mission is to educate students' minds, nurture their hearts, and prepare them to be faith-filled members of diverse local and global communities. Students actively participate in: band, Drama Club, Forensics, prayer partners, SeaPerch, Science Explorers, Student Council, violin lessons, weekly newscasts, and youth choir. Through the use of technology that includes a 1:1 device for students in grades one through eight, shared devices for students in Pre-K and kindergarten, and SMART boards in every classroom, Mother of Providence Regional Catholic School can differentiate instruction and meet the needs of all students. Rebranding of the Primary Unit to the Early Childhood Learning Center gives the Pre-K and kindergarten center a more distinctive identity, which helps to promote the Early Childhood Unit as an educational center.

The Mother of Providence Regional Catholic School community is defined by its Catholic identity where students develop strong values, personal character, and respect for themselves and others. In addition, as a school community, children participate in: school and small group Masses, Masses at the local nursing home, and daily prayers. Likewise, they take part in Adoration of the Blessed Sacrament, Recitation of the Rosary, and participation in the sacraments. Students do not just learn about their faith; they celebrate their faith throughout each day.

During the year, the students participate in various service projects. Many of these activities involve student collaboration with prayer partners. This allows the older students to be mentors and leaders to the younger students. The younger children are always excited to work with the 'big kids'.

Rooted in the values of the Gospel, and committed to educational excellence, the mission of Mother of Providence Regional Catholic School is specific and straightforward. The goal is to educate students' minds, nurture their hearts, and prepare them to be faith-filled members of diverse local and global communities. Parents and teachers are committed to fostering Catholic social teaching and establishing strong academic goals. The school community endeavors to develop in all students a strong faith foundation as well as to empower them with the gift of knowledge that lasts a lifetime.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Mother of Providence Regional Catholic School is committed to educational excellence. The Archdiocese of Philadelphia's curriculum guidelines, aligned with the Common Core Standards, form the foundation for the school's rigorous curriculum. Dedicated and experienced teachers, committed to their vocation, create a dynamic learning environment that challenges students to reach and surpass their full potential. Teachers collaborate to provide a cross-curricular approach to learning. The integrated curriculum allows students to engage in relevant, meaningful activities that can be connected to real life. The academic program empowers every student with the necessary foundation for future academic and professional success.

Technology allows the faculty to use online programs such as First in Math, ThinkCentral, and Pearson Realize, curriculum tools for math, reading, and science. These programs give teachers the ability to monitor student progress and provide opportunities for independent learning. Students in third through eighth grade are issued a school-owned Chromebook which is used in daily work in many ways including conducting research, completing assessments, and skill reinforcement. Teachers utilize the Google for Education Suite to provide students with the opportunity to collaborate on group projects, access and share materials, and complete assignments in and out of school.

Formative and summative assessments are designed to measure learning, guide instruction, and track success and growth. All teachers utilize tests, quizzes, and other authentic assessments that provide a glimpse into a student's ability to demonstrate both the mastery and application of concepts. Project-based learning, that includes individual and group assignments, is built into the curriculum. Using the data collected, the principal and faculty make decisions that impact intervention, mastery, and enrichment, as well as the purchase of new educational materials.

1b. Reading/English language arts

The reading and language arts curriculum at Mother of Providence Regional Catholic School is aligned with the Common Core Standards and curriculum guidelines for the Archdiocese of Philadelphia. Students in kindergarten through grade six use the Houghton Mifflin Harcourt Journeys Series. The curriculum develops strong phonemic awareness, fluency, spelling, vocabulary, standard grammar conventions, and comprehension skills. Teachers employ whole group and small group instruction, reading circles, and writing and response to reading, while supplementing with ThinkCentral online textbooks and resources. Assessments for the curriculum include selection tests, unit tests, and benchmark tests. These evaluations provide teachers opportunities to see which students master targeted skills, and as a result, to tailor learning experiences to meet their needs. For reading instruction, students in seventh and eighth grade use a literature-based approach with an emphasis on novels. Supplemental materials for the program include the Vocabulary Workshop and Exercises in English workbooks which address vocabulary and language conventions. Students learn critical analysis of short stories, novels, poems, and plays. All grades use a process approach to writing. Projects are cross-curricular encompassing math, social studies, science, and the arts.

ELA intervention for struggling students include: support from the classroom teacher, learning support teacher, and Delaware County Intermediate Unit (DCIU) reading specialist. Additional practice is provided to students through small group and differentiated instruction. Advanced students are assigned books and projects requiring more analysis. The extracurricular Forensic program offers interested students an opportunity to enhance their researching, writing, and speaking skills.

1c. Mathematics

The math curriculum at Mother of Providence Regional Catholic School is aligned with the Common Core Standards and curriculum guidelines for the Archdiocese of Philadelphia. Through the scaffolding approach, students demonstrate knowledge and continue to build upon the previous years' academic growth. At the primary level, the students engage in learning through teacher-led instruction, the use of manipulatives, and hands-on activities. In middle school, students apply higher level math skills through the use of algebraic concepts and critical thinking skills.

The Honors Math Program is an accelerated class offered to students in fifth through eighth grade who meet the Archdiocesan criteria. Placement in the program is determined by: classroom performance, the Cognitive Skills Index (CSI), as well as math and reading scores on the Terra Nova Test. The curriculum challenges mathematically talented students to fulfill their potential. The overall goal for the students in the Honors Math Program is to test out of Algebra I in high school.

The use of technology is implemented into the classrooms to aid in the understanding of concepts through the use of First in Math, online textbooks, and resources. Students are guided towards greater math fluency and skill reinforcement through IHM Daily Maintenance in grades one through eight and Simple Solutions Maintenance in the Honors Math Program.

The progress of all students is monitored through grade level appropriate standard-based assessments. Assessments consist of performance and project-based tasks that demonstrate student understanding of curriculum concepts.

1d. Science

The science curriculum at Mother of Providence Regional Catholic School is aligned with the Next Generation Science Standards and curriculum guidelines for the Archdiocese of Philadelphia. The science curriculum is taught using Interactive Science, which supports multi-dimensional learning of the Disciplinary Core Ideas. Learning standards are met through hands-on inquiries and discussions using the scientific method to explore each concept. Next Generation Science Standards are stated at the beginning of every learning experience. The students can perform hands-on as well as virtual experiments. The skills taught connect students to real-world encounters. Students are encouraged to use critical thinking and problem-solving skills in each lab experience. They are assessed by their verbal and written responses to actions performed, results obtained, and the impact of the outcomes. Teachers at Mother of Providence Regional Catholic School use assessment data to determine intervention, mastery, and enrichment opportunities.

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

The social studies curriculum at Mother of Providence Regional Catholic School is aligned with the Common Core Standards and the curriculum guidelines for the Archdiocese of Philadelphia. Students are instructed in thematic strands that are designed to be integrated throughout the curriculum. The scope and sequence of the program reflect an "Expanding Environments" approach, beginning with "Awareness of Self in a Social Setting" to "Neighborhoods and Communities" in the primary grades. The focus expands to include: Pennsylvania History, a study of the Eastern and Western Hemispheres, and United States History in the fourth through eighth grades respectively.

In addition to textbooks and workbooks, the supplemental materials used to enhance instruction include: virtual tours, WebQuests, Discovery Education, and Scholastic Magazine. Oral presentations, collaborative work, classroom discussions, and technology-based projects also play an important role in measuring student engagement and understanding. These methodologies are grade and skill level specific and provide an excellent opportunity to meet the needs of all students from remediation to enrichment.

1f. For secondary schools:

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

Pre-K

The Early Childhood curriculum at Mother of Providence Regional Catholic School is aligned with the Common Core Standards and curriculum guidelines for the Archdiocese of Philadelphia. The program provides a combination of teacher-led and student-driven learning experiences. The core curriculum areas are: Religion, language arts, mathematics, science, and social studies. Students are taught through small and whole group instruction that is differentiated. They are supported with the assistance of early intervention provided by the DCIU. The Develop. Inspire. Grow. (DIG) curriculum and Scholastic News Program are used in the classroom to enhance language arts, math, science, and social studies. Additionally, the students attend weekly specials that include: art, library, music, physical education, Spanish, and technology. Smartboards and iPads bring 21st century learning to the pre-kindergarten program.

2. Other Curriculum Areas:

Religion - Mother of Providence Regional Catholic School provides students with daily Religion instruction rooted in the guidelines provided by the Archdiocese of Philadelphia. Through daily prayer and instruction, service projects, First Friday Masses, and class Masses, students gain knowledge of Catholic doctrine as well as cultivate their personal relationship with God. Older students are paired with prayer partners to foster a positive example of faith and service to younger students. At every level, teachers encourage students to live a life of faith and service.

Fine Arts - The fine arts curriculum at Mother of Providence Regional Catholic School is aligned with the curriculum guidelines for the Archdiocese of Philadelphia. The goal of the program is for each student in early childhood through grade eight to develop an understanding and appreciation of art and music concepts, cultures, and styles. Teachers create weekly lessons in performance, aesthetics, and appreciation. These lessons nurture creativity, build confidence, and promote critical thinking skills.

Students' artwork is routinely displayed throughout the building especially during the Spring Art Show. The students' musical talents are showcased in school liturgies, the annual Christmas Pageant, and the Spring Concert. Piano, violin, recorder, and band instrument lessons are offered to students. Grade eight students participate in the bell choir for Masses, concerts, and graduation. Students in grade six are given an opportunity to audition for and participate in the annual Archdiocesan Choral Festival.

Physical Education - The physical education program at Mother of Providence Regional Catholic School focuses on creating an active and healthy lifestyle for the students. The main goal of the program is to reinforce skills, keep active, and have fun while exercising. In grades Pre-K through first, the students learn, develop, and apply locomotor skills in each of the lessons. Second through eighth grade focus on problem-solving, cooperation, team building, and team sports. All students participate in one physical education class a week. Many students are also involved in their parish CYO programs and travel sports teams. In addition to our weekly classes, once a year, the students prepare for the Race for Education and Field Day events where students apply skills taught throughout the year.

Spanish - The World Language Department at Mother of Providence Regional Catholic School provides various levels of Spanish instruction to all students. From Pre-K through eighth grade, students are taught not only the basics of the Spanish language but also the cultural intricacies of Hispanic people. Children in grades Pre-K through fourth grade participate in Spanish classes once a week. Students in grades five through eight have a more intensive Spanish program with classes twice a week. Spanish classes incorporate aspects of technology, music, art, social studies, and language arts to create a holistic approach to foreign language.

Technology - The technology curriculum is aligned with the curriculum guidelines for the Archdiocese of Philadelphia. Teachers strive to provide students with a progression of skills. Through the use of Google for Education Suite and STEAM activities, students are guided to utilizing, designing, problem-solving and applying knowledge to real-world situations. The use of the 3D printer allows students to expand their

technology skills across the curriculum by creating 3D images such as cells, castles, and robots. Mother of Providence Regional Catholic School is a 1:1 Chromebook device school for grades three to eight and 1:1 iPad for grades one and two. Pre-K and kindergarten share iPad devices. Each classroom is equipped with a SMART Board and a desktop computer. Students in Pre-K through grade eight attend technology classes once a week. The infrastructure provides security for the students as they are introduced to appropriate sites for research while learning about digital citizenship. Mother of Providence Regional Catholic School uses OptionC for grade books, report cards, and parent communication. The school website is another means of communication for parent information, marketing, and connecting classrooms with the home.

Library - The library curriculum offers opportunities for students to build a lifelong love of reading and learning. Students in grades Pre-K through grade four visit the library weekly where informational literacy skills are taught and reinforced. Library class also incorporates and supports cross-curriculum instruction.

3. Academic Supports:

3a. Students performing below grade level

Mother of Providence Regional Catholic School welcomes students with various academic abilities. Teachers at every grade level employ differentiated instruction through flexible grouping. They use testing data and best practices to guide instruction. Mother of Providence Regional Catholic School has a full time learning support teacher on staff. When a student is performing below grade level, the classroom teacher confers with the learning support teacher to incorporate various learning strategies within the classroom. Communication among the parents, principal, and teachers is ongoing. If additional support is required, the DCIU is contacted. Educational and psychological testing may be required to identify a student's needs, accommodations, strategies, and goals. Once a student is evaluated by the DCIU, the Instructional Support Team meets to discuss the student's progress and learning plan going forward. The team is comprised of DCIU staff, the principal, parents, and teachers. The learning support teacher works in conjunction with the classroom teachers to ensure educational strategies are implemented. The school uses Terra Nova testing data to develop individual, classroom, and school goals to ensure that the needs of all students are being met.

3b. Students performing above grade level

At Mother of Providence Regional Catholic School, fifth through eighth grade students who meet the Archdiocesan criteria are accepted into the Honors Math Program. The curriculum challenges mathematically talented students to fulfill their potential. Critical thinking skills are reinforced through discussions and questions that encourage students to explore a variety of ways to solve problems. Although there is no designated accelerated program in other core subjects, teachers offer challenging enrichment opportunities through differentiated instruction.

3c. Special education

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Mother of Providence Regional Catholic School educates students' minds, nurtures their hearts, and prepares them to be faith-filled members of diverse local and global communities. Throughout the school day, students engage in various meaningful activities that encompass problem-solving, critical thinking, citizenship, and leadership skills that help students grow spiritually, academically, and socially. Mother of Providence Regional Catholic School offers a nurturing environment where strong values are modeled by the teachers and staff and celebrated in the students.

Students, faculty, and staff join together each morning for prayer and announcements creating a sense of community and awareness of God. By reciting both the Pledge of Allegiance and the Peace Pledge, students are encouraged to develop a sense of loyalty to the country and acceptance and respect for each other. Throughout the school year, younger children are paired with older students as prayer partners creating a strong bond between all grade levels. This practice enables the older students to develop leadership skills as they mentor younger students. In turn, the younger students have the opportunity to follow their mentors' example. No event unites the community together more than the annual Spring Musical. Students in grades K-8, as well as parents, are encouraged to participate in many facets of the annual production.

Mother of Providence Regional Catholic School is blessed with many dedicated and experienced teachers. Most teachers possess a graduate level education and certification in the areas of Early Childhood, Elementary, Special Education, and specific core subjects. The Pre-K through eighth grade setting cultivates an atmosphere of teamwork between faculty, parents, and students to achieve academic and personal success. Each member of the faculty at Mother of Providence Regional Catholic School knows almost everyone in the building and regularly speaks with other faculty members regarding a student's history, learning style, and family dynamics. These relationships develop a support system for families because the teachers care about the well being and success of each student. Teachers remain connected to students as they grow from small children into young adults and foster a sense of community that impacts the students for a lifetime.

2. Engaging Families and Community:

The teachers and staff at Mother of Providence Regional Catholic School strive to build a strong school community through various activities such as Summer Swim Nights, Back to School Social, and Home and School events. The building of community provides families with a sense of belonging. Family surveys, which are administered in the spring of each year, provide the administration and Board of Limited Jurisdiction data that will impact school improvement and student success.

Weekly parent updates, monthly newsletters, OptionC notifications, the school website, Facebook, Instagram, and Twitter are the many ways that Mother of Providence Regional Catholic School communicates with school families and the greater community. Each year, in January, the principal in cooperation with the business manager and advancement director, presents the State of the School Address. It highlights for the parents: the tuition for the upcoming year, the proposed school budget, major accomplishments, and the school's vision for the future.

Mother of Providence Regional Catholic School reaches out to the greater community for guest speakers for classroom and school assemblies. The board's Development Committee works with local businesses to secure EITC/OSTC funds for financial aid. The administration works closely with emergency personnel to maintain a safe school environment.

3. Creating Professional Culture:

Mother of Providence Regional Catholic School administration, faculty, and staff understand that learning never ends, and that continued professional development is essential to the academic success of the students

they serve. Administration, faculty, and staff pursue professional development through workshops, webinars, and graduate level courses. Through the DCIU and the Archdiocese of Philadelphia, teachers attend professional development classes that support the curriculum. They include, but are not limited to, workshops on the Responsive Classroom, STEAM/Engineering, and Wilson Training. Financial assistance is available for teachers who attend workshops.

Teachers serve as curriculum area coordinators and unit leaders and function as a resource for other teachers by sharing their experience and knowledge. Tenured teachers act as mentors to new teachers. Most teachers possess a graduate level education and certification in the areas of Early Childhood, Elementary, Special Education, and specific core subjects. Teachers grow in faith formation by attending Archdiocesan retreats, workshops, and seminars. All teachers are required to earn sixteen Religion credits to be certified in catechetical instruction. Certification is maintained through yearly updates and course work.

Teachers and staff participate in the exchanging of Advent Angels and Birthday Buddies where each individual is celebrated and held up in prayer. The positive environment is evident in the teachers as they proceed throughout the day.

Teachers are provided with important school changes to the schedule through the weekly staff newsletter and are updated at daily morning meetings. Effective communication between the administration, teachers, and parents is paramount to the continued growth and success of the school community.

4. School Leadership:

The leadership of Mother Providence Regional Catholic School is the shared responsibility of the pastors of St. John Chrysostom and Nativity BVM. The former serves as the Administrative pastor, the latter as the pastor of Spiritual Direction. Together they promote the Catholic life of the school community. The Administrative Pastor works with the principal and the Board of Limited Jurisdiction to monitor the school's financial stability and enrollment. The Pastor of Spiritual Direction collaborates with the principal to schedule the celebration of monthly Masses and the sacraments. The pastors visit the school, attend school events, and support every aspect of the school's mission.

The principal is the educational leader of the school and as such provides direction to the board and serves as the link between the board, school, faculty, parents, and students. The principal informs the board about the operations of the school and its curricular and non-curricular needs, as well as the Policies and Procedures of the Archdiocese of Philadelphia. The duties of the principal include, but are not limited to: creating a faith-based environment, hiring teachers and staff, providing professional development opportunities, establishing a safe environment, and maintaining positive relationships with parents, parish staff and parish organizations.

The role of the school's Board of Limited Jurisdiction is to promote and advance the mission of the school. The board, in collaboration with the Administrative Pastor and in partnership with the principal, ensures that the finances of the school remain sound and a course of education, as prescribed by the Archdiocese of Philadelphia, is provided. The board fosters the highest possible standards for Catholic education for all students. In collaboration with the pastors and principal, the board provides policy direction for the school.

The leadership philosophy is built on sound educational pedagogy rooted in commitment, integrity, and trust. Challenging the mind, nurturing the heart, and living the Gospel is the shared mission of all stakeholders in the Mother of Providence Regional Catholic School community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The Mother of Providence Regional Catholic School stakeholders attribute the school's success to its strong faith based and academic community. The close bonds formed between the families, faculty, and staff create a safe nurturing environment for students.

The teachers spend countless hours learning about each of their students. Knowing each student provides them with the background needed for preparing lessons that are rigorous and relevant.

Students, faculty, and staff gather each morning for prayer and announcements creating a sense of community and awareness of God. By reciting both the Pledge of Allegiance and the School Peace Pledge, students are encouraged to develop a sense of loyalty to the country and acceptance and respect for each other. The celebration of First Friday Masses, group Masses, prayer partners, and service projects are additional ways the school community joins together to worship and serve. The monthly Virtue Challenge creates an environment that nurtures leadership skills, positive choices, and strong role models.

The Home and School Association and the Board of Limited Jurisdiction are integral parts of building the strong school community. They sponsor events such as Kid Bingo, Summer Swim Night, Back to School Social, Spirit Nights, Bag Bingo, and other opportunities that bring families together outside the school day.

Mother of Providence Regional Catholic School's vibrant school community creates a positive environment of learning where all are welcome and belong.

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? \$6435
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1680
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 88%