

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

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[ ] Public or [X] Non-public

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

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

Official School Name Saint Katharine Of Siena School  
(As it should appear in the official records)

School Mailing Address 116 South Aberdeen Avenue  
(If address is P.O. Box, also include street address.)

City Wayne State PA Zip Code+4 (9 digits total) 19087-4102

County Delaware

Telephone (610) 688-5451 Fax \_\_\_\_\_

Web site/URL http://sksschool.org/ E-mail acrowley@sksschool.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 Ed. D. 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 Msgr. Hans Brouwers  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

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

## PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 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	0	0	0
K	18	22	40
1	22	25	47
2	28	12	40
3	21	26	47
4	22	26	48
5	23	31	54
6	14	24	38
7	19	1	20
8	22	24	46
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	189	191	380

\*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
  - 1 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 96 % White
  - 0 % 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2018	389
(5) Total transferred students in row (3) divided by total students in row (4)	<.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: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 2 %  
9 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>2</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>5</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>1</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</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: 15

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 18:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	98%	97%	99%	94%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes  No

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

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

Guided by the teachings of Jesus Christ, St. Katharine of Siena School is a Catholic community educating students in kindergarten through 8th grade. We are committed to academic excellence through a rigorous learning environment that seeks to develop the whole child, integrating Catholic values of service and respect for all God's people.

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

## **PART III - SUMMARY**

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St. Katharine of Siena School is located within the Archdiocese of Philadelphia in Wayne, Pennsylvania, a small, suburban town located outside of Philadelphia. The campus includes a parish church, rectory, convent, school building, parish center, gymnasium, and playground.

Currently, in the school's 103rd year, we educate 380 students in grades kindergarten through eighth grade. Our school's mission to educate the whole child through a rigorous learning environment that integrates the Catholic values of service and respect for all people, prepares all students for high school, college and beyond.

With faith as our central focal point, helping others and giving back to the community are values that we instill in our students. Our faith-driven curriculum cultivates the spiritual development of each child by encouraging them to live as Jesus did. Our overarching goal is for students to model Jesus' message of loving and accepting your neighbor. This is evident through the actions of students and all stakeholders of the school.

The school community, including students, faculty, and families have a strong commitment to God and helping others, and come together monthly to celebrate and receive the Eucharist. We also provide various programs that afford the children the opportunity to give back to the community. For example, Operation Christmas Child, Ryan's Smile Cases for sick children, Cradles to Crayons, Jenna's Blessings Bags, making casseroles for the homeless through Mercy Hospice, and various drives for our sister parish in inner-city Philadelphia are just some of the projects that students participate in throughout the year.

St. Katharine of Siena School educates students in religion, reading, language arts, math, honors math, Spanish, art, physical education, library, music, science, social studies, and technology. In addition to this, first through third grades participate in Reading Circle, Literacy Circle, and Writer's Workshop. Students also have access to three iPad carts, four Chromebook carts, and a virtual reality viewer cart. Our media center is state of the art, featuring two 3-D printers and a podcaster studio. Each classroom is equipped with smartboards and speakers. With the help of our faculty, our students achieve success each year using these many resources. Many students receive scholarships and attend our local parochial and private schools. Scholarship totals have surpassed the \$200,000 for the past five years.

Our school also provides extra learning support through our Instructional Support Team (IST) program and through the Delaware County Intermediate Unit. Both programs identify the specific needs of students and give added attention, support, learning plans, and modifications.

Along with academics, we also offer students a myriad of extracurricular activities to help find and develop their individual talents. Some of these activities are athletics, art and craft club, student choir, chorus, student council, respect life club, science club, youth ministry, Lego club, coding and Roblox club, fit and fun club, and Go Run. If students have an idea for or interest in a club that doesn't exist yet, our administration and faculty are very willing to moderate and create new clubs. We also offer an after school child care program that provides extended care to our students in grades kindergarten through fourth grade.

SKS is supported by our families and alumni in a variety of ways. We have a strong Home and School Board made up of parents. This board sponsors many activities for the school community. Some successful programs include the Fall Social, Handbag Bingo, Spring Fashion Show, Trivia Night, Santa Secret Shop, Parent/Child Golf Outing, as well as a Dads' Night Out. Parents are also involved in the Tuition Assistance Program which helps school families in need.

This past year, SKS implemented a Board of Limited Jurisdiction which is comprised of alumni, former and current parents, as well as parish members. This board is made up of five committees that work together to ensure that SKS will continue to educate students for the next 100 years to come!

With all of these social and educational elements in place, we at Saint Katharine of Siena School strive to fulfill our mission to educate the whole child for the future and beyond.

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

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

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

The curriculum at St. Katharine of Siena School follows the Catholic Identity Curriculum Initiative which is based on the College and Career Readiness and State of Pennsylvania standards and which is infused with character building and faith values. We believe all students can find success in the classroom. A variety of instructional techniques are used each day including small and whole group instruction, collaboration between students in small groups, one-on-one instruction, and learning communities or centers. Technology is infused into the curriculum to enrich students' studies and provide a varied way for students to display what they have learned. An array of assessments are used to gauge student understanding of the content presented. Assessments may include projects, paper-pencil tests, original artwork, presentations, oral reports, videos, songs, and many other options to give each student the opportunity to express what they have learned in the classroom.

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

St. Katharine of Siena School is dedicated to using a balanced approach to literacy, integrating reading, listening, and speaking. The curriculum is aligned with the College and Career Readiness ELA Standards and the Pennsylvania State Standards, which the Office of Catholic Education for the Archdiocese of Philadelphia uses as the basis for its curriculum guidelines. The K-8 Language Arts program is a comprehensive program that includes a variety of instructional practices such as Basal Reading, Literature Circles, Literature-Based Novels, Writer's Workshop, and Reading and Writing across the content areas.

In kindergarten through fifth grade, students focus on key literacy skills that target phonological awareness, fluency, vocabulary, spelling, grammar, comprehension, speaking and listening, and writing. These skills are taught through a variety of instructional methods including the Journeys reading program, various trade fiction and non-fiction texts, Pearson's Plaid Phonics, Sadlier's Vocabulary Workshop, Voyages in English, and Writer's Workshop. Technology is used to foster and promote reading skills. Some programs include Tumblebooks, PebbleGo, Read Theory, and ThinkCentral.

In grades sixth through eighth, the Language Arts program integrates reading, literature study, writing, speaking, listening, and research skills at each grade level. Students enhance their skills as critical readers through a wide range of literature: novels, short stories, poetry, drama, biographies, autobiographies, narratives, and expository text. Students develop reading competence by solidifying skills and strategies such as word solving, fluency, summarizing, comparing texts, self-monitoring, analyzing, and evaluating. Students also study and practice writing different types of texts such as narrative, informational, persuasive, and argumentative. Students study grammar, spelling, and vocabulary in a sequential scope and sequence; these skills are applied and incorporated in writing pieces. Grammar is instructed through Voyages in English by Loyola Press; vocabulary is taught through Sadlier's Vocabulary Workshop. Technology is routinely integrated into all aspects of the ELA curriculum. Students create digital presentations, integrating speaking and listening skills. Furthermore, they read and analyze NewsELA articles across a broad spectrum of subjects, and they maintain a digital writing portfolio.

Summative assessments for all grades include tests, writing pieces, projects, and presentations. These assessments reflect mastery of concepts and give insight to teachers if skills or concepts need to be further developed. Formative assessments include quizzes and frequent class time checks to gauge comprehension. Terra Nova scores are analyzed each year and teachers determine where further development is needed. Additionally, St. Katharine's is using benchmark testing in the 2019-2020 school year to see where our students are performing well and where improvement is needed, so we can act accordingly.

Enrichment programs further promote independent reading skills while fostering a love for reading along the way. Students in all grades are encouraged to read for pleasure and have a pleasure-reading book in school.

Students in 4th and 5th grade can participate in Reading Olympics. Many grades incorporate Reader's Workshop in which students are required to read a set number of self-selected books within a range of genres. Remedial support is available through the Delaware County Intermediate Unit based on need.

### **1c. Mathematics**

The St. Katharine of Siena Mathematics curriculum is designed for grade level implementation of the guidelines prepared by the Math Committee of the Archdiocese of Philadelphia. These guidelines are aligned with Common Core and Pennsylvania State Standards for Mathematics. The kindergarten through fifth grade curriculum guidelines are built on the state standards to provide detailed guidance for building a foundation of procedure and understanding of concepts. The standards move the students in a progression from grade to grade. The middle school students, having grown in math maturity, are able to move on to higher level thinking and develop skills in Geometry, Algebra, Probability and Statistics.

St. Katharine of Siena uses Sadlier Math for grades kindergarten through eighth. This spiral curriculum allows for continuous, coordinated guided instruction for our students. Vocabulary, problem solving strategies and use of technology is consistent with this program. The Honors Math program in grades five to eight uses Prentice Hall's Middle Grade Mathematics program and Algebra 1. The students qualifying for this program are invited after reviewing the Terra Nova scores and final grades in Math. The school uses the criteria from the Archdiocese of Philadelphia when selecting the students. The students in the Honors classes are expected to maintain a minimum grade to remain in the program.

Sadlier Online, IXL, Math Playground, MathAntics, Khan Academy and Prodigy are many of the online sites used in conjunction with our textbook series. Simple Solutions, First in Math, a web based program, and our own summer math packets are used to supplement our workbooks and provide maintenance and practice for previously mastered skills. Classroom assessments include observations, quizzes, tests and group projects. Students become proficient at both formative and summative assessments.

St. Katharine of Siena students take the Terra Nova standardized tests each spring. The test results are analyzed by grade level teachers for traits and trends. Teachers look at skills mastered and where improvement in instruction and practice is needed. Teachers then make adjustments to their instructional strategies the following year to improve student performance.

The goal of the mathematics program is to nourish traits such as perseverance, patience, and self-confidence in order to develop students who are life-long problem solvers. In achieving this goal, St. Katharine of Siena is fulfilling its mission of helping students discover the value of understanding concepts and the procedure of problem solving and developing their academic excellence.

### **1d. Science**

The Science curriculum guidelines provided by the Office of Catholic Education for the Archdiocese of Philadelphia are based on the Next Generation Science Standards. The science curriculum used by St. Katharine of Siena School, is aligned with these standards. In NGSS, the standards build coherently across grade levels. With this spiraling, the same basic concept will be re-visited at different grade levels with the students going more in depth than in the previous year's learning.

St. Katharine of Siena implements a hands-on approach to science where students acquire foundational skills through asking questions, lab experiments, cooperative learning, inquiry-based learning, modeling, demonstrations, field trips and direct instruction. Cooperative learning encourages students with mixed abilities to work together in small group or whole class activities that are differentiated as needed. Some methods of differentiation include puzzles, storytelling, poems, graphic organizers, projects, and observation stations. Inquiry-based learning inspires students to think independently and gain a deeper understanding of concepts.

Technology is used in the classroom to help connect science to the real world. This is done through school-wide Chromebook and iPad carts, simulations, videos, VR and AR experiences, as well as Skyping with

scientists.

Formative assessments improve students' learning through strategic questioning, think-pair-share, exit tickets, creative extension projects such as posters and builds, and homework. Summative assessments include quizzes, chapter tests, post-lab activities, and standardized tests.

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

St. Katharine of Siena School's social studies programs are seen through various courses throughout the school. The curriculum is aligned with the Archdiocese of Philadelphia guidelines, which are based off The National Council for Social Studies Task Force on Scope and Sequencing. The social studies department aims to incorporate the Ten Thematic Strands in to support students on being informed about their past, present, and future.

Social studies in grades kindergarten through eight uses skills such as critical thinking, analyzing, and application. Students learn how to read maps, graphic organizers and graphs, interpret political cartoons, and make inferences on primary source documents. Many social studies projects aim to help students learn how to research, as well as, present and listen to their peers. Each grade guides students to connect what they are learning to the world around them. In our Kindergarten through second grade classrooms the social studies curriculum is based on connections from our country and local communities. There is emphasis placed on historical holidays, national monuments, patriotic symbols. Grades three and four follow a curriculum which includes lessons based on local communities, the history and geography of Pennsylvania. Grades five and six use project-based assessments to learn about the Eastern and Western Hemispheres. Grades seven and eight use research and discussion as guidelines to learn about the history and wars of the United States.

Throughout the social studies department, technology is incorporated into curriculum for current events, projects and presentations. Weekly news school magazines and periodicals are used to supplement the textbook lessons and current events. The social studies curriculum incorporates language arts skills of reading, writing, vocabulary, and oral presentation skills. The students of SKS take field trips that connect lessons from the classroom and apply it to the real world. Formative assessments include homework, participation, and quizzes while summative assessment includes tests, essays, and projects. The eighth grade completes a full research paper with the topic related to World War II.

As a total school we participate in several service projects that promote our civic responsibility. These projects are veteran's care packages, letters and cards for our soldiers and local community police and firefighters. The students also have food and clothing drives which offer support and goods to those in need. The school prepares and delivers meals to homeless shelters in the Philadelphia area to promote community awareness and service to others. The sense of helping others in our local communities brings first hand learning and satisfaction to our entire student body of St. Katharine of Siena School.

#### **1f. For secondary schools:**

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

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

#### **Music**

Students from K-8th grade broaden their education through music exploration and performance-based activities. Guided by the Core Standards of the National Association for Music Education, students build their understanding of music theory, active listening, and music history. Opportunities for development in these areas are provided through classroom activities, research-based presentations, and performances appropriate to each grade level. Integration in these areas with liturgical music and academic curriculum are present. Opportunities for musical experiences include: SKS Chorus 4-8, SKS Band 4-8, 3rd & 4th Grade musical, K-4 Christmas Concert, Christmas Tableau, Monthly Masses, Community outreach, May Procession, Music in the Parks, More FM Christmas Competition, Talent Show and Spring Cultural Arts

Night.

## Health

The Health Office is staffed by a full time baccalaureate registered nurse and provides on-site care to students and staff. We deliver care for injury, illness, and provide mental health support when needed. Our goal is to provide safe and developmentally appropriate care which includes faculty and parents all within the framework of the Nurse Practice Act. We manage student health records and ensure compliance with all state required physical and dental assessments and immunizations. Health education in the areas of mental health, nutrition, vaping/smoking, drug and alcohol prevention and awareness programs are presented with the support of faculty and administration. Health is an integral part of the science and physical education curriculum at every level.

## Physical Education

Students are encouraged in Kindergarten through eighth to challenge themselves while fostering individual talents. We value physical activity and help children understand the importance of a healthy, active lifestyle while supporting good sportsmanship. The students have an activity calendar to complete at home every month to promote physical activity. In addition to the Physical Education program, students also participate in supplemental instructional programs including: CYO sports, field hockey, soccer, volleyball, football, basketball, baseball, lacrosse, track and field, cross country, Jump Rope for Heart and Walk with the Principal.

## Library

Students in grades Kindergarten through fourth attend library classes once a week. We strive to build life-long learners with an appreciation of reading and technology information skills. We cultivate creativity, critical thinking skills, collaboration, communication skills and a love for pleasure reading. Our library supports students' excitement about books and reading. We hold a book fair every year, bring in guest authors, show book trailers, give book talks, participate in the Delaware County Reading Olympics program and display author spotlights in the library.

## Technology

At St. Katharine's all students have Technology Class once a week. In addition, Chromebook, iPad and Virtual Reality carts are available to all classes. All classrooms are equipped with Smartboards, projectors, speaker systems and WiFi boosting systems. With school and state funds we were able to purchase 150 HP Chromebooks, 120 IPAD's, 50 HP laptops for classroom use, Apple TV, 2 MacBook Pros and 10 EPSON projectors. A school wide STEAM grant was given to us by the Uncommon Individual Foundation and we purchased 2 MakerBot 3D Printers with the necessary software. Our faculty has participated in various technology based PD training sessions at school and off site. The media center is utilized by other subject teachers when the classrooms are not being used for computers or library use. Students in grades seven and eight have received special instruction in areas such as: coding, web design, virtual reality, and 3-D printing from our partnership with mentors from the Uncommon Individual Foundation.

## Art

Students in grades Kindergarten through eighth grade have art class once a week. The art curriculum covers all mediums of art through hands-on projects. Art history is taught through the eyes of the masters through projects where the students give their own interpretations. Technology in art is introduced in the older grades as well as an introduction to photography. There is an art gallery outside of the art room where students' works are displayed. There is also a school-wide spring art show called Spring Cultural Arts Night incorporating all of the arts. Our school participates in local and national art contests throughout the year.

## Spanish

Students in grades K-8 attend Spanish class once a week. We orient our classes toward a goal of proficiency with communicative, comprehension-based strategies. These strategies include Total Physical Response, personalized questions and answers, MovieTalk, Picture Talk and collaborative storytelling. We combine language and culture in every lesson. We listen, read, write and speak in Spanish. We use Spanish to discuss Spanish speaking cultures. Useful language is used in the class so that we are prepared to communicate in the real world.

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

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

St. Katharine of Siena School's mission of academic excellence in developing the whole child provides the framework for the faculty to provide high quality education and allows them to reach each and every child individually providing what is needed for them to reach their full potential.

All students from Kindergarten through 8th grade that experience academic or any type of self-regulation difficulties have guidance through our Instructional Support Team (IST). A student can be recommended to receive IST support for any academic, behavioral, social, or emotional concern. This team consists of the principal of the school, an IST facilitator, all educators that work with the student, and support staff from the Delaware County Intermediate Unit. This support staff can include a reading specialist as well as the educational psychologist. Parents are included on this team to join in the discussion process to develop strategies and modifications to support and scaffold learning activities both in the classroom and at home. These meetings are scheduled for each trimester, with additional meetings held when necessary to assist with the needs of the student and family. Specific goals are targeted to help evaluate the progress between each meeting. This IST team follows the students throughout their entire educational time at Saint Katharine of Siena if necessary.

Students may be eligible for accommodations or modifications in the daily curriculum. Teachers work closely with students to meet their educational needs in each subject area. This is determined through the DCIU testing and IST process. We use a triangle model with teachers, parents and specialists to determine the best instructional practices to meet these needs.

To further support the needs of struggling students, Saint Katharine of Siena school has support in the areas of reading or language arts as well as speech and social/emotional well-being. The resource teachers are specialists and psychologists provided through the Delaware County Intermediate Unit. Reading Specialist support is provided twice weekly for these students and speech therapist services are weekly or as needed. This can be provided one on one or in a small group setting. Students are identified through the individual teacher and recommended for concentrated instruction to meet the needs of the student. These specialists communicate regularly with the classroom teacher to ensure the needs are being met. In addition we have a school psychologist in the building weekly for testing. The DCIU guidance counselor works with identified students and is available twice a week.

Individual teachers provide leveled instruction daily in the classroom. The Houghton Mifflin Reading series provides important reading, writing and comprehension skills. The series provides leveled readers and diversified lessons that reach the individual needs of the student population in each classroom. In addition teachers use Audio books through reading A to Z in the younger grades, as well as NewsELA for the upper grades. These provide a leveled reading experience for the students.

In grades one through four we offer writers workshop and reading/literature circle weekly to help individualize the learning process at a level and pace that meets each student's needs in language arts. Each grade level of teachers in conjunction with our Library Reading Specialist determine the areas of strengths and weaknesses for the students. In addition, additional educational support staff provided by certified teachers has been provided in classrooms when needed, for additional small group or one on one reading

and math support two to three times per week. In grades five through eight the curriculum includes vocabulary workshop and literature circle to meet the individual needs of each student.

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

St. Katharine of Siena School also provides academic challenges to those students that need support for success. We offer an Honors Math Program to challenge students in grades five to eight. Students qualify for the program based on academic achievement based on standardized tests scores and academic protocol provided by the Archdiocese of Philadelphia. In the lower grades teachers use technology resources to help meet individualized needs of students through subscriptions in First in Math as well as Prodigy. Teachers can target areas for growth according to the student's academic progress. Additional enrichment opportunities are offered outside of the classroom through various activities. We offer private tutoring and homework club. The school participates in Reading Olympics, Forensics, Coding club and science club. We also have outside specialized and innovative technology class support from Uncommon Individual Foundation which provides a technology mentoring program for our students.

**3c. Special education**

We have one student with Down Syndrome that receives the services of a full-time aide. Outside support is provided to the aide, student, and the family from Devereux, Cora and the Tredyffrin/Easttown School District special education department. Through financial assistance from the Archdiocese of Philadelphia, we have the services of a special education teacher who helps the teacher aide and the team of teachers modify curriculum.

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

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

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

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

Each day, our number one goal at St. Katharine of Siena School is to take care of one another. When students enter our school building they are loved and their individual gifts and talents are respected and nurtured. We strive to educate students about the importance of kindness at all times. We focus on meeting and greeting students, teachers, and staff each day to make everyone feel recognized and part of the group. Our school day begins and ends with prayer to promote an atmosphere of peace and reflection where our faith is celebrated. As a school we also celebrate monthly masses, prayer services, and special religious holidays to further put our faith at the forefront of our daily thoughts and actions. Mindfulness and wellness practices are also woven into our day at school, teaching students the building blocks for being present and coping with the demands of our current world.

Teachers take time to get to know students at the beginning of each school year through classroom discussions, individual assessments, and by making connections to parents from day one. Our teachers take a vested interest in students, making themselves available to families as they navigate large and small challenges as well as celebrating each students' achievements. Clear, consistent communication is seen across the grade levels between classroom and home. Our faculty members work with students to create routines and standards for behavior, while building relationships and being sources for guidance and support for students. Classrooms have monthly, or sometimes daily, meetings to discuss topics relevant to each particular class and to brainstorm ways to improve and grow.

The principal and faculty take the time to inform students about expectations for behavior. An instructional video was created by the students and faculty to act out these expectations and provide examples for acceptable behavior. Charts are hung throughout the school to further explain expectations in places such as the hallways, cafeteria, classrooms, etc. The principal and teachers check in multiple times throughout the year with students to remind them of expectations and motivate them to continue on the right path. As a way to recognize the positive contributions of our students, rather than focus on the mistakes they make, a positive behavior system was put into place. The school uses "golden tickets" to recognize students when they are being of service to others, displaying kindness, and following behavior expectations. Each month a drawing is held from the golden tickets earned in grades Kindergarten through fourth and fifth through eighth. A small prize is given as a reward. Everyone in the school community is eligible to receive a golden ticket: students, faculty, and parents.

As a school, we also take the time to have fun together as a school community. Upper and lower grades are paired up as buddies and they participate in many activities together throughout the year. Our students look forward to events such as our Halloween-athon, pep rallies, faculty-student basketball games, talent show, Walk with the Principal, Catholic Schools Week, and field day. These events, and many others, build community and commitment to our mission between students, faculty, and families. Our students know that while we are committed to a rigorous learning environment, we also value the importance of taking time together to celebrate the achievements we make throughout the school year. Putting our older students in a mentor/leadership role with their younger buddies is embraced by our students. It helps foster an environment where our older students take care of our younger students. This builds a caring relationship where our younger students look up to their older mentors.

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

At St. Katharine of Siena School students, faculty, administration, and the parish community work together to celebrate and improve our school. A vibrant Home and School Association plans many events to involve parents in life at school and provides opportunities for families to socialize outside school hours. The Home and School Association excels at informing parents about upcoming events and offers many ways families can be involved in serving our school community. The Home and School Association also provides a great deal of support to faculty and administration through fundraising, supplying volunteers for school and classroom events, and giving tours of the school for prospective families.

Communication is a strength here at St. Katharine of Siena School. Our principal sends out a blog twice a month to parents with school information and parenting advice. Our school website is well-maintained and contains current news and information for families to access. We utilize OptionC as a way to communicate grades and student progress to parents. Classroom teachers utilize weekly or monthly emails, newsletters, blogs, and websites to keep parents informed on what is happening in each individual classroom.

The Board of Limited Jurisdiction has been newly created as a policy-making board and participates in this process by formulating, adapting, and enacting policy. Their goal is to strengthen and sustain the school community. It is made up of pastor, principal, alumni, parents, former parents, and parishioners. We see the SKS Board of Limited Jurisdiction as a vital group of committed members that will help the pastor and principal lead our school going forward. It is made up of the pastor, principal, alumni, parents, former parents, and parishioners. This newly formed board (in April of 2019) has taken a proactive look at our school in the following areas: finances, facilities, board recruitment, enrollment/marketing, and development. These are key areas to keep our school vibrant and sustainable. The SKS Development Committee sponsored an SKS Young Alumni Event this past November to reengage young alumni and connect them to their alma mater. The Development Committee is also putting together a large scale fundraising event this coming February 29th called Leap for SKS. This event, held on Leap Day will be a kickoff celebration event to announce the school's first annual fund in the school's history. Anyone that has a connection and love for our SKS Community is welcome to join us!

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

Teachers are supported at St. Katharine of Siena in a number of ways. The SKS faculty and staff are our most valued resources. The principal's role as servant leader is to make their efforts in the classroom easier and give them every possible resource and support they need to be successful. Faculty is given choices in professional development opportunities throughout the year. Teachers are given the opportunity for professional development through graduate coursework, workshops from the Archdiocese of Philadelphia such as EDUcamp and AOP's Technology Division, Delaware County Intermediate Unit courses and workshops. Our Middle States Action Plan gives us a guide to follow for school improvement in designated areas which were chosen by the faculty.

Faculty and principal meet three times per week for morning prayers and announcements. This gives an opportunity for constant, open communication and feedback between faculty members and principal.

Our pastor supports our school faculty by giving us the financial and spiritual means to compete in this area against excellent public and private schools. Through faculty input we have made significant school improvements that have impacted our teachers on a daily basis. We utilize an IT consulting firm to support all technology. In addition, the pastor allows our teachers to run after school activities and clubs offering social activities for our students and at the same time allows our teachers to make some extra income. Our teachers are given a generous health benefits package without payroll deduction.

Our SKS Community values teachers in ways large and small. Our Home and School Board holds fundraisers to support Teacher Wish Lists for items they would like for their individual classrooms. Parents fill their wish lists items as a way of supporting each teacher at the Annual Fall Social. Monies are raised to support the school's operating budget and to help the teachers. Beyond that the Home and School provides bonuses both at Christmas and the end of the school year for all faculty and staff. These bonuses are a collection from our SKS families who value and support the efforts of our teachers. Our teachers receive a special faculty lunch once a month after the monthly school mass. Our SKS families value our teachers and they show it in many ways that are appreciated. Teachers like being a part of the community. Our teacher retention rate is very high and teachers only leave here for a very good reason. Maintaining a stable faculty helps build and keep a positive culture and environment for our school community.

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

The principal and pastor, along with faculty, staff, the Board of Limited Jurisdiction, The Home and School Board and school families, maintain a constant line of communication regarding the school policies, as well as the spiritual, academic and social emotional expectations for each child. Emphasis is placed on educating the whole child, and each year the resources, including curriculum, student expectations (positive school behavior program), technology and student health and wellness support, are reviewed and updated.

The pastor handles the spiritual formation of our Catholic identity, incorporating the school families into our parish community. He celebrates with us at our school masses, penance services and prayer services, as well as the sacraments. He handles the business and financial aspects of the running of the parish and school, including faculty hiring and compensation, and facilities, with input from the Board of Limited Jurisdiction.

The principal works as a servant leader, focusing on the spiritual, academic, and social emotional needs of students. He acts as a facilitator in the student/teacher/parent triangle, and works closely with the pastor on any situations that directly involve the school community. He collaborates with colleagues from area archdiocesan schools to ensure that the curriculum and internal policies are in line with Office of Catholic Education directives. Curriculum chairs are given the opportunity during collaboration meetings set by the principal to discuss current trends or changes to their specific content area's curriculum. Curriculum is kept current by faculty professional development, as well as teacher collaboration in core subjects to incorporate new strategies in textbook and online resources into their lessons. Results from Terra Nova testing show the academic progress of the school. The areas identified as strengths and weaknesses guide alterations to the curriculum needed to best address students' needs. The strengths and weaknesses identified through the Terra Novas are also used to provide areas for professional development and goals for our Middle States Action Plan.

The principal's leadership philosophy is based on the importance of establishing and maintaining positive trusting relationships with the students and parents, the pastor, the Home and School Board, the Board of Limited Jurisdiction, alumni, and most importantly the faculty and staff. There is no magic formula for developing these relationships. It is accomplished through daily, honest communication and feedback with open discussions about the school community: A guiding question is: To move our school forward, what needs to be done and how will we get there? The principal is involved in all aspects of the school. The principal realizes that the most important and effective way to improve student learning is through quality instruction by the faculty. Classroom visits and walkthroughs to encourage teachers and students are done regularly. The principal maintains a high visibility, realizing presence is important. Together the principal and faculty are charged to create a positive school climate. Through this daily interaction between students, teacher, and principal, a positive school culture where learning is expected and enjoyable at the same time is accomplished. St. Katharine of Siena School is a joyful place to teach and to learn.

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

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An important aspect of academic success is addressing the social and emotional needs of our students, families, and colleagues.

As a school community, there are many pillars that we reflect on that are important to the life of our school community. The most important pillar that guides and influences us is addressed at the start of each opening faculty meeting and the initial school prayer service. At both of these gatherings, the principal addresses the faculty and then the students about the most important thing we do at St. Katharine of Siena School on a daily basis: To take care of each other. This guiding principle rooted in our strong Catholic faith comes from the beliefs of our lead teacher: Jesus Christ. As Christ was the shepherd of his disciples, we too are called to be good shepherds of our school community. For the faculty and staff to be good shepherds to our school community, we must model that example by being good to each other as colleagues. The SKS Faculty/Staff is the heart and soul of this school. Their work here is not a job, rather it is a vocation, something they are called to do. This idea of taking care of each other starts in the morning with a faculty gathering for prayers and discussing anything going on with families in the school community and then sharing anything going on in their own lives where they might need some extra support. Anytime something happens within our faculty there are always others there to pick them up and support them anyway they can. It is a community of caring, more like a family, not a faculty.

The idea of taking care of each other has been fostered in our students from the moment they walk in the door. Every one of our students take part in the ‘Upstander Pledge’ where they promise to stand up for what is right and do and say the right thing. They are taught that when something is not right, say something to someone that can help the situation. They are taught that our faculty and staff are trusted adults that are here to help them navigate any situation. Through our monthly school masses it is instilled in them from the principal and pastor that it is our job as Catholics to take care of each other, they are reminded that “what you do to the least of my brothers, you do unto me.” Our buddy program matches up our younger students with the older ones to model for them what it means to be a good person and a good student. Our buddies participate in masses together, attend assemblies together and take part in reading and craft projects throughout the year. The students and faculty also participate in ‘Kindness Week’ where they are encouraged to go out of their way to be kind to others, not just their friends, but random people throughout the school, people they would not normally talk to or hang out with.

The core idea of taking care of others does not stop within the walls of the school. The families of St. Katharine of Siena are constantly going out of their way and modeling what it means to be a good person for their kids and the rest of the community. Whether its setting up a meal chain for a family in need or gathering in the grotto to pray the rosary for a family that is suffering, our families continue to be the true witness to Christ’s teachings in action. Our parents, along with students and teachers are part of the Family Life Advancement Committee and work in conjunction with the principal and faculty to help address issues that are relevant in the lives of our students. After identifying these issues, our school assemblies and Home and School speaker series are geared towards these issues to help our students navigate their future. Bottom line, taking care of one another is not a catch phrase for us, it’s a way of life, it’s who we are.

## 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?      \$6500  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$3932
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?      6%