

***U.S. Department of Education***  
***2021 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. John Schrenk  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St Ignatius of Antioch School  
(As it should appear in the official records)

School Mailing Address 995 Reading Avenue  
(If address is P.O. Box, also include street address.)

City Yardley State PA Zip Code+4 (9 digits total) 19067-1626

County Bucks

Telephone (215) 493-3867 Fax \_\_\_\_\_

Web site/URL

<https://sites.google.com/sischool.org/stignatiuscatholic/school/home>

E-mail mrschrenk@sischool.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 Fr. Andrew Brownholtz  
(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, leave .blank*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	26	28	54
K	11	10	21
1	17	22	39
2	15	9	24
3	10	15	25
4	17	13	30
5	13	10	23
6	9	19	28
7	15	13	28
8	9	10	19
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	142	149	291

\*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
  - 4 % Asian
  - 2 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % 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 2019 - 2020 school year: 2%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2019	293
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Spanish

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 1 %  
3 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
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 18:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	99%	98%	96%	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 2020.

<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. 2007

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

St. Ignatius is committed to developing personal and academic excellence in all students, while incorporating 21st century skills to encourage lifelong learning in our students.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Currently, our school is operating as usual with an option for virtual learning for students that require it.

17. **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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Saint Ignatius is a small school that is located in a small suburban community in Yardley, PA. The school is close knit, with many classes having about twenty students in them. Our families are all very local and very supportive of the school. The school features a robust Home and School Association that helps the school plan school wide events and activities. Because of its small class size, our families are very close as well. We have created a motto of "A legacy of Faith and Family," to highlight this important characteristic and atmosphere of our school community.

As a school, we focus on educating the whole child. We do stress academics, but also look to develop our students emotionally, socially, culturally, and physically. We have strong CYO sports programs that many of our students participate in. We also have a cultural motto for our school of "Excel." Our students are taught to "Excel in all things." Through this motto, we stress with our students that they must use their own unique gifts to help make our school special. Each student is taught the meaning of the acronym "Excel" and is pushed to live it each day of their lives. This word is featured throughout our school campus through student work and can be seen on bulletin boards, ceiling tiles, office walls, and in classrooms. This culture was ushered in through our new school leadership team and has taken off in our building. Our students are taught the importance of contributing energy, using their unique gifts, remaining engaged in everything they do, and leaving a lasting legacy and imprint on all those around them. Through this cultural program, each student is recognized and each student contributes to the unique culture that is Saint Ignatius. Furthermore, our students participate in Sciathalon, Reading Olympics, Future Cities, and numerous other educational programs that highlight the talents our students possess.

Our school also now features a strong Service Corps and an active Student Council that are both student led and create amazing initiatives to aid the community around us. We collect food for food drives, make items for retirement communities or shelters, collect funds for worthy causes, and much more. All of this helps drive the aspect of service that our school prides itself on. We instill a sense of leadership and service in each of our students, so that our students go out into the community and serve others before worrying about themselves. This is an aspect that we believe sets our students apart from others.

Inside our building, our students are also taught what it means to take care of one another. Each of our middle school students is paired with a student in a younger grade to create lasting relationships among one another. We believe that our school must be built upon our students and that our students must create lasting bonds that will strengthen our community well into the future. Our older students are taught responsibility and are asked to care for our younger students. Our younger students are empowered and shown what it means to respect your fellow students. They do activities together, celebrate important days together, perform service projects together, and look out for one another. This is again an important characteristic that sets our school apart from others.

St. Ignatius was a 2007 recipient of the National Blue Ribbon school of excellence award. This award helped create a spirit and atmosphere of excellence that has permeated our school and community. Our students are driven to succeed and help carry on a legacy of hard work and integrity, which has been instilled since that award was bestowed upon the school. Since that award was won, there has been a change in school leadership a few times and the school has changed as well. However, our teachers remain engaging, our school climate and culture continue to stress excellence, and our leadership philosophy continues to emphasize striving for greatness.

Throughout this COVID pandemic, our students have continued to come into school and work extremely hard. Our teachers have done the same. We have separated our students to create distance within the classroom, put screens up for our teachers, implemented a mask mandate within our building, and adjusted everything from our dismissal procedures to our class schedules. All of this has been done with no complaints from our students and staff, and has allowed us to remain fully open. This is a testament to the hard work and family atmosphere that exists here culturally and academically. Our teachers are the very best at what they do and our students are dedicated, driven, hard working, and unique.

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

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

Our school follows the standards set forth by the Archdiocese of Philadelphia. Our curriculum follows the Pennsylvania Department of Education's curriculum standards, which are focused on College and Career readiness. We believe all students can find success both in the classroom, as well as through virtual learning. A variety of instructional techniques are used each day. Individualized technological applications are infused into the curriculum to enrich students' studies and provide a varied way for students to demonstrate mastery of concepts and objectives. An array of assessments are being used this year, including benchmark and standardized testing, in addition to the normal classroom assessments to gauge student understanding of the content presented. Assessments may include projects, paper-to-pencil tests, original artwork, presentations, oral reports, videos, and many other options to give students the opportunity to express mastery of concepts and objectives from the classroom.

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. Teachers differentiate as much as possible, and with virtual students, keep strong communication ties with Parents/Guardians.

The Language Arts program integrates reading, literature study, writing, speaking, listening, and research skills at each 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 text, self-monitoring, analyzing, and evaluating. Students also study and practice writing different types of text, 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.

The Mathematics curriculum is designed for grade level implementation of the guidelines. The kindergarten through fifth grade curriculum guidelines are built on the College and Career Readiness 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. Vocabulary, problem solving strategies, and use of technology are consistent with this approach. The Honors Math program is offered to students in grades five to eight. The goal of the Mathematics program is to nourish traits such as perseverance, patience, and self-confidence in order to develop students who are lifelong problem solvers. In achieving this goal, St. Ignatius is fulfilling its mission of helping students discover the value of understanding concepts and the procedure of problem solving and developing their academic excellence.

The Science curriculum guidelines provided by the Office of Catholic Education for the Archdiocese of Philadelphia are based on the Next Generation Science Standards. In NGSS, the standards build coherently across grade levels. With this spiraling, the same basic concept will be revisited at each different grade level, where the students will go much more in depth than in the previous year's learning. We implement a hands-on approach to Science for both in-person and virtual learning; students acquire foundational skills through asking questions, lab experiments, cooperative learning, inquiry based learning, modeling, demonstrations, and direct instruction. Technology is used to help connect Science to the real world.

St. Ignatius School Social Studies programs are seen through various courses throughout the school. The curriculum is aligned with the Archdiocese of Philadelphia guidelines, which are based on the C3 standards and the National Council for Social Studies Taskforce on the Scope and Sequencing. The Social Studies department aims to incorporate the Ten Thematic Strands in order to inform students about their past, present, and future. Social Studies in grades kindergarten through eight use skills such as critical thinking, analyzing, and application. Students learn how to read maps, grade organizers and graphs, interpret political cartoons, and make inferences in 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. As a total school, we participate in several service



projects that promote our civic responsibility. The sense of helping others in our community brings first hand learning and satisfaction to the entire student body of St. Ignatius School.

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 improve students' learning through strategic questioning, think-pair-share, exit tickets, creative extension projects such as posters and models, and homework. Summative assessments include quizzes, chapter tests, post-lab activities, and standardized testing. Terra Nova scores will be analyzed and the teachers will determine where further development is needed.

**1a. For secondary schools (middle and/or high school grades):**

Our middle school students are provided with a myriad of opportunities that develop student leadership and community and civic responsibility. Currently, our student council is responsible for planning school wide initiatives, leading the student body each morning in the announcements and our school wide prayer and pledge, opening our assemblies and school wide Masses, hosting fundraisers, giving tours to prospective families, and supporting the school's culture. These various opportunities all build a sense of leadership and responsibility that carries over into high school and helps develop the students into leaders for the next level of their education.

We also currently have a Service Corps that is student led and has the responsibility of getting our school out into our community as an active and responsible organization that betters the community around us. These students are involved in collection drives, service projects, volunteer projects, and a wide range of other community initiatives. The students are taught the meaning of civic responsibility and community involvement. They see first hand what it means to be a productive citizen and an active and productive member of a society. This organization then also prepares these students for getting involved in high school and becoming active members within their new school communities.

While our school is still working on implementing more career readiness training, we have begun the process of bringing local business leaders, community members, and other professionals into our school to help educate our student on local career educational opportunities. We currently have a pilot that has planned to come into our school to help the students explore a career in aviation, and in the past, we have had legal professionals teach our students about law careers, as well police officers and firefighters educate the students on their responsibilities and the skills necessary to perform their jobs well. Each of these are steps that have been taken to better prepare our students for the real world life that comes after they graduate from our school.

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

Our preschool follows the prescribed state guidelines for its curriculum. The curriculum is based on reading readiness and basic social skills that encourage critical thinking and problem solving. Our preschool students are instructed in elementary science concepts as well as general concepts in social studies which include community and families. Letter recognition, math skills, and rudimentary sentence structure and punctuation are introduced and reinforced.

During COVID-19, our preschool has continued instruction as normal with few interruptions. Within the classroom, adjustments were made regarding class size, the use of centers for instruction, and the size and scope of group instruction. A greater emphasis was placed on student social distancing and safety. Our teachers have been instructing in large groups with support given to the students from paraprofessionals. During the day much of the "normal" preschool activities have been adjusted to meet the COVID-19 protocols and safety measures.

Our early childhood curriculum is aligned to meet the skills that will be built upon when they enter the primary grades. The early childhood and primary team meet regularly to discuss the skills and progress of their students and what skills may need to receive more instructional focus. Data is provided by each teacher based on their formative and summative assessments as well as their reading series' benchmark testing.

When deficiencies are identified in the primary grades, the preschool team addresses them with instructional adjustments.

The greatest indicator of the impact of our preschool on school readiness and success in the primary grades is our standard testing scores among those students in the primary grades. Our students score very well in reading and comprehension skills, cognitive, and basic skills. Our academic focus in the preschool has resulted in a majority of our primary students meeting the national benchmarks for reading and mathematics.

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

St. Ignatius offers art, physical education, foreign language (Spanish), technology, and music to all students from preschool to grade eight. Each student receives one forty-five minute period block of each class, with the exception being Spanish.

Spanish instruction occurs twice a week for a total of ninety minutes of instruction for each student in grades one to eight. Our language program is extremely strong and students are taught Hispanic culture, Hispanic customs and traditions, and are instructed in all aspects of the Spanish language. Our students give oral presentations in Spanish and are expected to create writing pieces, presentations, models, and other various forms of written work. They are assessed in numerous ways, including written tests, oral presentations, and hands-on projects.

Our Physical Education program is built around activity and healthy living. Our students are instructed in the classroom on health and good nutrition. Our students are also taken outdoors or into our gymnasium and participate in numerous PA standard based physical education courses. They participate in aerobic activities and programs and are given full period active instruction to promote healthy living.

Our school features a state of the art media center with a full time media instructor. This lab and instruction center has desktop computers, Chromebooks, iPads, a 3D-printer, a drone, and more. Our students are instructed on how to effectively use technology and integrate it into their lives for success. They are instructed on Google programs, Microsoft programs, robotics, coding, and more. All of which promotes a 21st century view of learning and skill building.

Our art and music teachers visit each classroom once a week to instruct our students in the Arts. In art, they perform visual artwork with the students, such as painting, drawing, and design. They also study the various forms of art and explore the contributions of the world's foremost artists and performers. In music, our students are taught to read music and study various genres, while exploring the historical significance of the great musicians of the world and the work they have created. In each of these classes, our students are not only asked to study and learn of these forms and figures, but also to create unique work themselves. Our students' artwork and designs are then showcased throughout our building as examples of our school's artists and musicians. The assessments used for these programs are equally varied and consist of presentations, projects, written assessments, and other research based assignments.

## **3. Academic Supports:**

While no ten point achievement gap currently exists within the subgroups in our student population, our school is still very focused on tailoring our instruction, interventions, and assessments to meet the needs of our various student populations. We are addressing these issues through the implementation of a schoolwide intervention programmed that is based on the Response to Intervention Model System. Furthermore, our school places an emphasis and particular focus on the emotional well-being of our students in need. We strive to provide support within a framework that allows our students to welcome support and feel confident in their ability to achieve success to the best of their unique abilities.

Currently, our school operates with a full-time learning support center that is fully staffed and works to help not only identify students that are in need, but also to begin to structure support

around those various needs. Each classroom teacher has become fully educated and trained on intervention methods and identifying the needs of their students. First, each teacher is required to differentiate their instruction within their own classroom and collect data for our learning support staff. Once the needs of the students have been identified, our support staff will begin coordination with the respective classroom teacher, as well as the parent or guardian of the individual student to begin the creation of supports to be implemented within the classroom. These interventions are then tailored to the individual student and implemented in the least restrictive environment possible. If these intervention methods fail to achieve the desired outcomes, then that individual student will be assessed and an individual accommodation plan is then created for that student. It is at this stage that a student could then be given more intensive individual instruction on specific areas of need in order to help that student achieve success in the general classroom environment.

While our school does not have many English Language Learners (ELLs) or migrant and homeless populations, we do have a few students that perform above or below grade level and/or require special education services. These students then receive support based on need through various methods. These can include individual instruction through the Learning Support Center, push-in support from a paraprofessional, services provided through our county's Intermediate Unit, or through differentiation and accommodations developed through collaboration and communication between the respective classroom teacher, the school leadership team, parents/guardians, and the learning support specialists. All decisions on accommodations are based on data gathered through observations, testing, and recommendations.

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

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

Our students are engaged and motivated through a massive cultural program that has been created and implemented by our school's leadership team. Our principals have instilled a motto of "EXCEL" throughout our school community. Each student is taught the meaning of the acronym and encouraged to live it each day. This begins with a student council officer performing the morning announcement each morning, which finishes with a reminder that our school "EXCELS" to which each student responds "in all things!" This daily activity has become a prominent reminder each day of the need for our students to remain motivated and engaged in all that they do. Our facility is enhanced with student work and motivational phrases that are a constant visual reminder to be positive and to remain motivated. We have had an artist paint our bathroom stalls with motivational quotes that were chosen by our students, our ceiling tiles are pieces of art with motivational phrases created by our 8th grade students, and our classrooms are vibrantly decorated with bulletin boards that stress positivity and engagement.

Throughout this pandemic, our students have remained engaged by continuing to come into our building and by continuing to meet the challenges that have been presented to them. Every other Friday afternoon, we dedicate an entire afternoon for school spirit and positivity. Our students dress down and spend the afternoon focusing on an aspect of our school's culture that we wish to highlight. This can be "Excel," "legacy," "Family," etc. Each class then designs unique work to highlight these traits of our school and these designs are then featured throughout our campus as reminders of our need to push through these tough times together. As a school, we feel we have created an extremely positive environment that supports well-rounded growth for all of our students.

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

Our school is heavily supported through the commitment of our local community partners and school families. Our families are a constant presence within our school building. Parents are routinely brought into our school in order to assist in our clubs, elective classes, assemblies, and events. Our local police force and fire department are also a constant presence in our school as well, through their yearly programs such as DARE and ALICE training for our staff and faculty. We regularly reach out to our school community to share their expertise and knowledge when appropriate. This can include experts in building/facilities, design, technology, and infrastructure.

Throughout the COVID pandemic, our school has still been able to communicate and work with our parents through our very active Home and School Association. Our school leadership still meets with the Home and School remotely once a month and has created numerous alterations to yearly programs to allow them to still occur. This has included parents setting up outdoor activities for students that allowed them to occur socially distanced, parents collecting materials for school activities and dropping them off for faculty to still run the activities, and creating virtual assemblies for our students to attend remotely. When possible, our parents have come into our school in order to provide their services, such as a parent firefighter creating a socially distanced presentation on fire safety for our preschool students.

Our largest community partnership comes through our tuition reduction and assistance fund that is supported through contributions from our local partnerships. Local community members contribute to this fund yearly, which allows some of our families in need to receive tuition assistance when needed. These funds are a major reason why some of our families are able to attend our school.

This year, we have already had a major investment made into our school from our local community. During the pandemic, our families were still able to raise over \$20,000 to overhaul all of our classroom technology, which led to the installation of 10 brand new SMART boards for student use. This was made possible through the open communication between our school leadership team and our Home and School Association. This trust and engagement has continued to allow our school to strive to EXCEL in all things!

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

Our school environment heavily supports our teachers and makes each teacher feel valued and supported each and every day. This is done through distributive leadership and collaboration between all faculty members. Each voice in our school community is heard and acknowledged, allowing each member to feel as though they are an important part of the school. This is done through in person meetings, open communication sessions during monthly faculty meetings, and weekly "check-ins" from the leadership team.

During the pandemic, when many of the traditional methods of instruction have not been possible, the teachers have been provided with articles, journals, websites, and videos of methodology that could be incorporated into the pandemic classroom. Professional development was given on grading and student engagement as well. New and unique methods of assessment, both formative and summative, were also created and implemented. Weekly, the leadership team meets with each teacher to assess their health and well-being and to provide support and guidance through these challenging times. These meetings have been extremely beneficial, as teachers have been able to provide meaningful feedback on ways to lessen their burden this year.

Furthermore, our teachers have formed grade level teams in order to support one another. The leadership team of the school promotes the idea of building a strong professional learning community in which all members support one another. At St. Ignatius, we recognize that each member of the faculty has expertise and ideas that can support and encourage other members of the team. Through monthly meetings, teachers are encouraged to share their methods, their ideas, and their approaches in order to help each other get through these unique challenges that we face. These teams have done a wonderful job of keeping our teachers engaged with each other and allowing the best practices to flourish in the classrooms.

In previous years, teachers have been asked to "shadow" teachers at other schools and then create reports back to their fellow teachers of best practices that were witnessed in other schools. The goal of these visits were to create a culture of learning and sharing in order to encourage progress and growth. Teachers have also attended conferences and other professional development programs in their respective subject areas, which were paid for and provided for by the school.

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

The leadership philosophy within the school is one of distributive and servant leadership. Our leadership team prides itself on lending every member of the community the opportunity to share their opinions and thoughts. Our principal sets the course and allows each member of the school community to use their gifts and talents to aid him in striving for excellence. Our school is led by our active pastor, with our principal and assistant principal leading the school in the day-to-day operations and decision making. Our principals lead by example and ensure that no member of the community is asked to do anything that they themselves would not do. Our leaders help paint classrooms, perform outdoor maintenance on the facility, perform daily teacher duties like recess and cafeteria duty, and assist teachers in any manner in which they are asked.

Weekly, our leadership team meets to discuss the overall goals and mission of the school. Monthly, the leadership team meets with the leaders of the Home and School Association to provide updates on school progress and to solicit feedback about ongoing programs and decision making. This allows all shareholders to voice their opinions and to provide recommendations for improvement. Through this collaboration, decisions are made regarding funding for programs and resources to aid students in achieving academic success. Concrete examples would be assemblies that are decided upon through the partnership of the Home and School and the leadership team and the fundraising efforts that are led by the leadership team to provide the tools necessary to promote student success. Inside of our building, our leadership team conducts daily observations of classroom methodology, holds weekly meetings with teachers to discuss student growth and assessment, and conducts routine classroom visits to ensure a focus on student achievement.

Throughout this COVID pandemic, our administrators have had to become much more hands on and visible throughout the building. The focus has been more on the staff and students than ever before, which has included the principals serving as recess monitors, substitute teachers, and maintenance staff. Outfitting our

building with the protective equipment necessary has been an all hands on deck requirement and has called on our leadership team to be more adaptive than ever before. The principals and pastor have also had to increase their availability to meet with teachers to ensure that their needs are being met and their well-being is a primary focus.

## **5. Culturally Responsive Teaching and Learning:**

Our school addresses the needs and backgrounds of our staff, students, and families in numerous ways. First, we ensure that all of our teachers are educated and trained in diversity. This includes sharing with them the latest in professional development and educational thinking. Next, we work very hard to hire as many staff members with diverse backgrounds as possible. This is done because we believe that diversity among our staff provides the most well-rounded education for all of our students. Lastly, diversity is celebrated within our school and community through classroom activities, special assemblies and programs, and diversity education within the various classrooms.

Within our school, we have established procedures to ensure that our school remains culturally aware and responsible, provides equity for all students and staff, and creates a school environment that is built upon shared respect among all. This is done through open communication regarding diversity and cultural awareness and a firmly established policy regarding cultural respect. We currently have a zero tolerance policy for any racially insensitive comments or actions and ensure that all of our students are celebrated for who they are and where their families come from.

Currently, our leadership has created a very strong support system for students, staff, and families regarding diversity. We currently have an open door policy that allows any student or staff member to share any concerns, feelings, or opinions regarding any topic they feel should be addressed. Furthermore, all ideas for programming, diversity curriculum, socially educating, or otherwise are all taken into consideration and if possible, then implemented within the school.

For this academic year, our leadership team is organizing a month of diversity education in February, to coincide with Black History Month. This programming will include celebrating famous and influential Black leaders in our country's diverse history, a full day of multicultural celebration that includes different ethnicities, cultures, and traditions. Each student and staff member is going to be welcomed to share their own family history and celebrate the diverse family traditions that are celebrated within their own homes. There will also be daily presentations made during morning announcements that focus the day on a particular Black leader that helped push our nation forward. Our hope is that this event will spur discussion and help our students become even more culturally aware and responsive in an ever diversifying world.

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

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The ONE practice that has helped the school remain successful throughout this pandemic period has been the varying and creative methods used to assess our students. Throughout this challenging period, our teachers have been forced to become ever more creative in their approach to assessing students. We have had to be fully remote, hybrid, and in person during this past year and it has not been possible to assess our students in the same traditional ways as our conditions have changed.

Because of this, we as a school have come up with creative methods to address the needs of our students and to continue to allow them to have academic success. Our teachers have assessed our students through the use of videos, Google forms, flip grids, interactive websites, online portfolios, online scrapbooks, creation of websites, interviews, online presentations, surveys, PowerPoints, posters, dioramas, 3D-models, socially-distanced presentations, outdoor class wide presentations, and many more that are too numerous to count. Teachers have found ways to connect their curriculum and material, to co-teach important concepts, and to create collaborative assessments that merge many important skills from different subject and content areas. These varying forms of assessment have allowed our students to remain engaged, creative, and connected to their classrooms and teachers.

At a time where many schools have struggled to educate students, our teachers have gone above and beyond in order to allow our students to continue to receive an excellent and well-rounded education. This has not been easy and has required every teacher and student to work harder than ever before to continue to reach the standards and expectations that our school has. Each person has had to vary their normal approaches, change their routines, and/or adapt their methods. However, this perseverance has allowed our students to continue to feel supported since the school closures began in March 2020.

## **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?      \$5129  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1415

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      4%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      13%



## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

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*Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)<sup>1</sup>. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup<sup>2</sup> in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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<sup>1</sup> Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

<sup>2</sup> Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

<sup>3</sup> Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)