

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Saint Norbert Elementary School
(As it should appear in the official records)

School Mailing Address 6 Greenlawn Road
(If address is P.O. Box, also include street address.)

City Paoli State PA Zip Code+4 (9 digits total) 19301-1572

County Chester

Telephone (610) 644-1670 Fax (610) 644-0201

Web site/URL https://school.stnorbert.org/ E-mail mkennessy@stnorbert.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 Dr. JoAnne McAdmans
(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

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

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	7	7	14
K	15	10	25
1	12	11	23
2	13	8	21
3	17	7	24
4	15	9	24
5	11	12	23
6	12	10	22
7	6	11	17
8	12	12	24
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	120	97	217

*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
 - 3 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 6 % 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2019	199
(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):

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: 1

8. Students receiving special education services: 5 %

11 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>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>4</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>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: 11

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.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	12
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.	3
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.

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	94%	95%	94%	95%
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.

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

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

Yes No

If yes, select the year in which your school received the award. 2015

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

St. Norbert School provides an educational journey to excellence, by nurturing each child spiritually, academically, physically, and socially in a caring environment that embraces diversity.

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.

St. Norbert School opened the 2020-2021 school year in a hybrid model. Students attend school with in-person instruction on Monday, Tuesday, Thursday, and Friday. All students are virtual on Wednesday. Some students opted to attend school virtually every day instead of in person. At the beginning of the second trimester some virtual students returned to in-person instruction.

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

St. Norbert School, in Paoli, Pennsylvania, has an enrollment of 217 students (Pre-Kindergarten through 8th grade) for the 2020-21 school year. With a tradition of faith, academic excellence, and service, St. Norbert School provides an environment where students flourish academically, emotionally, physically, and socially. The commitment of faculty, parents, and clergy to maintain the high academic standards of an exemplary Catholic education is the key to the school's success. Supported by the Norbertine Fathers, students are encouraged to follow the spirit of St. Marguerite D'Youville, foundress of the Grey Nuns of the Sacred Heart, by showing unconditional love and collaborating to create a just and compassionate world. The faculty fosters a cooperative support network that bridges the home, school, and parish communities.

St. Norbert School provides an educational journey to excellence by nurturing each student and their individual talents and skills. The faculty has created a dynamic environment allowing students to become high-level critical thinkers and problem solvers as they develop emotionally, spiritually, and morally. Differentiated instruction is utilized in each grade to meet the needs of individual learners. Teachers employ best practices that make use of the current technologies as essential tools. Effective use of technology continues to enhance teaching and learning for teachers and students alike.

St. Norbert School is accredited by the Middle States Association of Colleges and Schools. The academic curriculum is based on the Common Core State Standards ("CCSS") and standards of the Archdiocese of Philadelphia ("AOP"). These high academic benchmarks have allowed graduating students to earn \$1,452,000 in academic scholarships over the past five years. Half of the 7th grade class meet the requirements for the archdiocesan Neumann Scholarship Exam annually, resulting in ten Neumann Scholars in the school's history. St. Norbert School students have received local, state, and national recognition for participation in various academic and extracurricular competitions, including: National History Day (NHD), IHM Math Contest, Reading Olympics, National Spelling Bee, Math Counts, and Junior National Young Leaders Conference. Students are encouraged to use their gifts and talents outside of school through sports, fine arts competitions, young entrepreneurs' programs, and Scouting. Alumni Boy Scout Eagle projects have benefited the parish and school community.

School traditions include faith-related gatherings, holiday celebrations, social activities, fine arts programs, and community service. Service is highlighted by the students' participation in outreach efforts such as St. Jude Hospital Math-a-thon, St. Gabriel's Food Bank, American Heart Association, the Bethesda Project, and Unite for Her. This dedication to service continues to strengthen the relationship between the school and community.

St. Norbert School provides a wide variety of co-curricular and extracurricular activities to celebrate individual talents. Creativity, critical thinking, and problem-solving abilities are enhanced through weekly participation in Spanish, art, technology, library, and music classes. Activities that bond the students as a community and promote school pride include: Upper School team building activities, the student buddy program, Grand VIP Day, and Student Council events. A wide selection of extra-curricular activities including: Catholic Youth Organization ("CYO") athletics, Cooking for a Cause, Irish Dance, Math Counts, Science Explorers, Broadcast Club, Student Council and an annual musical are offered.

In March 2020, the faculty and students quickly adjusted from in-school instruction to virtual learning. Using individual school devices, email notifications and video conferencing as well as educational applications such as Google Classroom, the school was able to meet the challenges that COVID-19 presented. During the summer, the teachers collaborated to refine techniques that proved effective in the spring and participated in professional development to learn additional virtual learning methods.

In preparation for the return to in-person instruction, plexiglass shields, hand sanitizing stations and directional signage were placed throughout the school and an air filtration system was installed. Classrooms were reconfigured for social distancing. Risk of exposure to illness was reduced by teachers traveling to classrooms while students remain in their homerooms. Parents were given the option of electing hybrid learning or virtual learning each trimester.

As a 2015 Blue Ribbon winner, St. Norbert School has continued to provide academic excellence to all its students. This is evidenced by the integration of STREAM into the curriculum, the implementation of the Learning Support program, and the addition of Latin to the 7th and 8th grade ELA curriculum. The students have benefitted from the recent purchase of an updated science and reading textbook series. An adjustment to the course schedule allowed for extra instructional in Spanish for 4th to 8th grade. The school-wide pro-social behavior system of “Bulldog Best” fosters character development in the students. Several teachers continue to participate and lead various curriculum committees across the archdiocese. Two 8th grade students represented St. Norbert School as state winners for the National History Day competition. Campus upgrades include a security system, a public address system, fencing around the property, and the installation of an air filtration system.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

St. Norbert prides itself on academic excellence in all curricular areas. The potential for each student's success is due to the use of various instructional techniques, individualized learning processes, and a greater incorporation of resources and technology. St. Norbert's curriculum is provided by the Archdiocese of Philadelphia, which has adopted the CCSS. STREAM has been incorporated as a vehicle for cross-curricular teaching. The standards scaffold the curriculum through each grade level. This has taken on a greater importance due to the COVID-19 pandemic in which teachers had to teach virtually starting in the spring of 2020. COVID-19 has restricted some of the teaching methods we have used in the past.

Although the curriculum has remained the same, the method of communication and instruction has been greatly broadened through virtual and synchronous teaching and learning. Each student from Kindergarten through Eighth grade has a school-issued electronic device that enhances the learning process. The video platforms used are Google Meet and Zoom. Google Classroom and Seesaw provide for daily communication with the teachers for the students and parents. The online components from the textbook publishers have been adapted to virtual learning. These offer diverse methods of teaching and assessment. St. Norbert School has adopted a hybrid approach to learning due to the pandemic. Every Wednesday has been designated as a virtual learning day for the entire school community where enrichment activities have been incorporated. Etiquette for online learning and teaching has been established. Parents have been given the option for in-person learning or virtual learning.

Reading/English Language Arts- The reading and English Language Arts ("ELA") curriculum at St. Norbert School is an integrated whole language approach incorporating reading, writing, listening, and speaking as prescribed by the Archdiocesan guidelines. Students apply their reading skills to cross-curricular assignments and projects. Technology has enhanced the methods of presentation used by the students and teachers. Digital portfolios are used to show the students development from the early years to graduation. Students participate in various enrichment activities.

Teachers use reading series benchmark test scores and compile the test data on-line for analysis from year to year for all students. Teachers create assessments based on individual student data, quizzes, tests, reading surveys, interest inventories, response log reflections, and conferences. This method helps identify students working below or above reading level. A Learning Resource Room was created to provide academic assistance to students with learning disabilities. Additional reading remediation is available to the students through the Chester County Intermediate Unit ("CCIU") reading specialist.

Mathematics- St. Norbert School follows the guidelines of the AOP in the areas of problem solving, computation, modeling, and communicating mathematically. The curriculum is formatted from grade level to grade level, building upon previously presented material, including operations and algebraic thinking, number and operations in base ten, numbers, and operations-fractions, measurement and data, and geometry.

Teachers implement differentiated instruction via both in-person and virtual teaching, including a variety of small cooperative groups and independent projects to address diverse learning styles. Each classroom is equipped with math manipulatives to accommodate a hands-on instructional approach. Technology is integrated through online textbooks, interactive boards, Chromebooks, iPads, graphing calculators, IXL and the Simple Solutions programs.

Students in 5th to 8th grade may qualify to participate in an Honors Math Program, based on the criteria established by the AOP. This program enables qualified students to complete a full course of study in Honors Algebra I by the end of 8th grade. Students with math deficiencies can work with the Learning Resource Room teacher and the CCIU math specialist. Many math enrichment activities and STREAM projects are offered to enhance and extend student learning and continue through virtual learning.

Science- Next Generation Science Standards and the guidelines of the AOP drive the science curriculum. Students develop foundational science skills such as collaborating, observing, predicting, inferring,

modeling, interpreting data, and analyzing results. The use of the science lab allows students to work individually and in cooperative groups. A STREAM lab component has been added to the science curriculum. Learning is accomplished through inquiry-based lessons and hands-on activities. Technology is integrated throughout all facets of the science area. The Science Explorers enrichment program is offered as an extension of the science curriculum.

Social Studies- History and geography form the core of the social studies curriculum with guidelines from AOP. Updated social studies textbooks and supplementary materials have led to multiple teaching strategies and various assessment tools to gauge student progress. There has been a greater incorporation of technology into the learning and teaching of social studies. To enrich the curriculum, students in 6th through 8th grades participate in the National History Day competition. Using technology, projects, and hands-on learning, students develop civic competency and other 21st Century skills.

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

NA

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

The St. Norbert School Pre-Kindergarten program is committed to the spiritual, intellectual, social, emotional, and physical development of each child. The curriculum uses Pearson Scott Foresman Opening the World of Learning with the AOP and Pennsylvania State Standards. The program includes daily instruction with Whole Groups, Small Groups, Centers, and Child Initiated Activities. This includes pre-writing, reading, sequencing, patterns, making predictions, observations, community and religious topics, STEM, and a rich language component. The program incorporates technology, physical education, Spanish, library, art, and music.

Many adaptations have been made to combat COVID-19. Students do handwashing at the beginning of the day, every hour, and at the end of the day. The classroom is divided into two parts with staff monitoring 1/2 the children to minimize contact spread by disinfecting, remove possible contaminated materials, ensure safe distance, and proper mask wearing. Individual materials are used to help lessen contact spread. A separate student drop-off from individual cars with staff to unload and monitor entrance to school is used. Two students sit at a table to ensure safe distance. Two windows are open, and a ceiling fan is on all day to circulate fresh air. The two classroom doors are open except for rest time. Only the teachers, principal, and emergency maintenance are permitted in the classroom. Students change to a clean mask after lunch.

The Pre-Kindergarten program is aligned with Kindergarten-Grade 3 academic standards using common core guidelines as established through the Pearson Scott Foresman OWL curriculum and AOP and Pennsylvania State Standards.

To assess early education on school readiness, the Pre-Kindergarten teacher collected information from the Kindergarten teachers on possible areas of improvement. The Pre-Kindergarten students are assessed on the following skills: onset and rime, rhyming, letter recognition, comprehension skills, shapes, number recognition 1-10, rote counting to 30, and nonstandard measurement.

2. Other Curriculum Areas:

In addition to the core curriculum, St. Norbert School exposes students to enriching and diverse learning opportunities in several inter-disciplinary areas, such as foreign language and the fine arts. These subjects capture the natural curiosity and imagination of the students. The Catholic faith is what brings St. Norbert School together as a community and is conveyed in all aspects of students' academic lives.

Art and Music are offered one time per week for Pre-Kindergarten to 8th grade. Liturgical music, ethnic cultures and musical styles are explored and shared interactively in music. Students wanting to further develop their musical abilities participate in band, choir, liturgical ensemble, and cantoring. Lower School art classes introduce art history and focus on color wheel, shading, drawing and small motor skills. They are

held both virtually and in person. The Upper School art curriculum enhances learning by exposing students to: basic drawing techniques, light source, spheres, cubes, 2D lettering, perspective, and watercolor techniques. Students study Op art, Pop art, Impressionist, abstract impressionism, surrealism, pointillism, and architecture. A virtual art show is presented to the school community and an artist of the month is highlighted. Classes are taught virtually. The fine arts curriculum allows students to express themselves as a school community, including: an annual Art Show, virtual Christmas Pageant, Spring Concert, Talent show and annual Upper School musical.

Technology is integrated throughout the Pre-Kindergarten to 8th grade curriculum. Classrooms are equipped with a projector/Smartboard or an LED monitor, an Apple TV, a Chromecast device, and a speaker bar. All students have a school-issued iPad or Chromebook. Formal technology is taught in each classroom to introduce students to different applications that enhance learning and increase productivity. To support remote learning, teachers were given a school-issued laptop, and each classroom has an iPad used to host Zoom or Google Meet meetings. The school TV station allows the Upper School students to demonstrate their writing, communication, and technology skills to the school community.

Library is an extension of the classroom where research, reading and writing skills are strengthened. The librarian manages the Reading Olympics program for 4th through 8th grades, coordinates three book fairs and the Birthday Book Club throughout the year to reinforce literacy and comprehension. To support remote learning, the librarian hosts virtual Zoom meetings.

Spanish is taught in Pre-Kindergarten to 8th grade. Students in 4th to 8th grade have Spanish twice a week. Students explore and grow their culture and language skills through experiences and insights into the Latino culture and full exposure to Spanish vocabulary and grammar. From songs to videos and games, students interact with each other using their Spanish skills.

Physical Education is taught in Pre-Kindergarten to 8th grade. The value of competition and good sportsmanship are emphasized. Students' fine and gross motor skills are strengthened through developmentally appropriate activities while learning to apply rules and skills across many sports. St. Norbert offers a variety of extracurricular athletic opportunities through the CYO program. Lessons on healthy lifestyle choices and well-balanced nutrition are taught.

3. Academic Supports:

At St. Norbert School, it is paramount the needs of all students are met. Students are supported in establishing goals for academic, developmental, social, and interpersonal success. The addition of a Learning Support Room has allowed for the hiring of a state certified Special Education Teacher. The teacher works with students individually or in a small group setting. This specialist works with students to further support their individualized goals and can meet with students as often as three times per week. The teacher is trained in the Wilson Reading System and often works with students on this specific plan to address delays in reading achievement.

St. Norbert School also partners with CCIU to bring a state certified reading specialist, speech and language therapist, math specialist and school counselor into the school each week. These specialists support students who have a greater level of need that extends beyond the core classroom environment. They screen and evaluate students to address concerns raised by teachers and to assess their level of need. Based on the results, the specialists develop individualized goals to work on with each student to address any area of need. Students work individually or in a small group setting based on student's needs and goals.

St. Norbert School not only creates individualized goals for students, it also supports goals created based on results of psychoeducational evaluations or 504 Plans, either through local public schools or through private evaluations. The school counselor and special education teacher attend these meetings to collaborate on the best plan for the student. St. Norbert School takes this information a

step further, to create school-based accommodation plans for each student who qualifies for special education services or Chapter 15 services. These plans address how curriculum will be modified and any classroom accommodations will be made to support students. The school team meets with parents yearly to discuss these plans, and make revisions, if necessary. Examples of some accommodations are preferential seating in the classroom, extended time and small group setting for tests, shortened assignments for homework, homework buddies, chunking or shortening of testing materials, necessary breaks, various alternative seating, chair bands for the bottom of the chair legs, and fidget or stress tools. The accommodation plans are distributed to the teachers who work with these students, so all teachers are aware of the accommodations and supports each student receives. Teachers designate heterogenous groups to work together on projects and presentations.

Classroom teachers and support staff work in tandem with students to ensure the curriculum requirements are met successfully. Parents work in partnership with the faculty to help the students achieve the established objectives. The goal of St. Norbert School academic supports is to create a collaborative school environment where all stakeholders know the necessary information to best support students in all areas of need.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

During this worldwide pandemic, Saint Norbert School continues to thrive and provide an identifiable faith-filled environment, in which every student, parent, and teacher sees themselves as a valued member of a loving community, centered on our model, Jesus Christ. The Catholic faith is imbued in every aspect of student life. Conscious of the need for safety and health of the students and faculty, several adaptations have been made to various programs. The daily morning prayer has changed from congregating in the gymnasium to a school-wide virtual meeting with the principal in each classroom. The change has created a congenial and celebratory atmosphere in which birthdays are celebrated, students are engaged with the principal, and morning news is delivered. Also, the location of monthly liturgies and celebrations of the liturgical seasons has been extended to include both the church and the school gymnasium so that social distancing can occur for the safety and security of the student body.

Saint Norbert School administration and teachers enjoy a positive and cooperative relationship. This collaborative culture empowers teachers to assume leadership roles as coordinators and committee heads within the school and the Archdiocese. With the student option of either in-person instruction or virtual instruction, the teaching requirements have shifted dramatically. Subsequently, teachers have developed multifaceted digital skills and use various meeting formats (Zoom, Google, and SeeSaw) while their students have acquired a more comprehensive computer literacy. Overall, Saint Norbert teachers have created a knowledgeable, successful, and well prepared “digital citizenry.” Acquisition of these learning experiences and enduring concepts will provide long-term substance as students prepare for their future careers.

Saint Norbert School maintains a rich social and emotional environment for all students. Considering the effects of COVID-19 on all indoor activities, teachers have worked judiciously to continue traditions and activities. Physical education, Spanish, art, music, and library teachers work online to create enriching and varied instruction for students. Traditions are upheld; the 8th grade student performance of the Nativity, annually in church, was filmed outside this year and will premiere on YouTube. Younger students still partner with older ones for Buddy Days with activities, such a turkey trot, parade, and scavenger hunt, held outside. National competitions in history and spelling will be held virtually. In short, the academic curriculum is intentionally balanced with activities to engage and emotionally support the students.

2. Engaging Families and Community:

St. Norbert School values input from the school community and actively seeks out feedback to improve the students’ educational experience. At the end of the 2019-2020 school year, parents completed a survey soliciting feedback on the virtual learning experience. Responses included thoughts about student learning through Zoom, homework, and grading. The responses were discussed and considered for the planning of the current school year.

St. Norbert School sends regular communication about issues related to COVID-19 via different platforms. This includes email, Facebook, and Option C messages. For the 2020-2021 school year, St Norbert created a Health and Safety Committee to form COVID-19 action plan. The committee meets on a regular basis to discuss current plans and changes needed to keep the school safe. State and county guidelines are included for exposures/positive cases, mask mandates, classroom environment/setting, and cleaning procedures. The committee is led by faculty, staff, and parents. Through community input and involvement, the action plan continues to be effective.

The school nurses provide crucial support to health and safety of the students and faculty. They track and communicate updates from the Department of Health and the CDC, are in frequent contact with families regarding regulations for quarantine and when it is safe for students to return to school. This open communication with families continues to be successful, as the number of positive cases of COVID-19 remains low in the school. Parent participation and cooperation is key. Staggered entrance into the school

has been realigned and assisted by parent volunteers who assist with morning drop off. Temperature taking and hand sanitizing of students is done by the nurses and staff members. Pre-Kindergarten students have been assigned a separate entrance. Afternoon dismissal now takes place in the gymnasium to follow social distancing guidelines.

St. Norbert School partners with many community agencies, higher education institutions, and business organizations. Some of these include: the CCIU, Penn State Extension, St Gabe Food Cupboard, the American Heart Association, Unite for Her, Bethesda House, and a local law practice. Due to the pandemic, traditional school events and activities were redesigned to follow COVID-19 guidelines and allow families and students to participate safely. For example, the First Annual Turkey Trot was done with the students safely running and walking together to raise \$1600 for the American Heart Association. The remarkable efforts of the faculty, parents, and students are what keeps the school spirit alive.

3. Creating Professional Culture:

St. Norbert School embraces the belief that safety for the entire community, like education itself, is an ongoing process. This is evidenced by many supports that have been implemented by the administration. Of critical importance, the school's Health and Safety Committee was formed in the early summer to plan and inform the school community about guidelines and procedures regarding the upcoming school year. The committee continues to help navigate through the daily changes associated with the pandemic and update the school community, as necessary. The school technology instructor's responsibilities evolved from classroom instruction to schoolwide IT support. With this change, the IT instructor can provide faculty, staff, and students with technical help and support daily. School laptops have been provided to the faculty to assist in distance learning. In addition to the laptops, all teachers have been provided with large portable whiteboards to assist with at-home teaching. As part of the hybrid model, a classroom monitor was hired to allow for a teacher to remain home for full-time virtual teaching.

To meet the instructional challenges presented by the current pandemic, the administration supported several new learning platforms, specifically Seesaw for the lower grades, Google Meet for Chromebook users, and premium Zoom for the entire school. The premium Zoom supports the virtual learning component by ensuring an all-day online presence for the students. School leaders had the foresight to invite a Technology Integration Coach from the Office of Catholic Education of the AOP Technology Office to meet with the teachers and staff on several occasions regarding the new learning platforms and to answer any questions for individual needs. Other professional development workshops were provided by the CCIU, such as COVID-19 related stress and its impact on the classroom. Through the financial and spiritual support of the administration, the faculty can continue to develop the academic achievement of the students moving forward using today's new instructional approaches.

St. Norbert School teachers are empowered to be a part of the decision-making process through their input at faculty meetings and opportunities to provide feedback daily. Additionally, all faculty are required to attend professional development classes that are offered to help support and educate teachers as they encounter educational, health and safety challenges in the current climate and to maintain their teacher accreditation. St. Norbert Parish and the CCIU offer reimbursement for classes and workshops.

4. School Leadership:

The pastor and principal lead St. Norbert School in partnership. The pastor is responsible for the spiritual and financial needs of the parish and school while the principal acts as the educational administrator and supervisor of faculty and students. The relationship between these two leaders promotes a Christ-centered learning environment through collaborative efforts.

The Saint Norbert School Advisory Board is a model of school governance within the Archdiocese, in conjunction with both the pastor and principal, it strives to develop and implement the long-term strategic plan and near-term initiatives. The key responsibility of the Advisory Board is maintaining the future viability of the school through its integral sub-committees including marketing, development, technology, finance, and facilities. The board also includes representatives of Home and School Association ("HASA")

and the parish community because of the valuable perspective they provide. The Development committee and the school's Advancement Coordinator work to secure the financial stability of the school for current and future students.

Because of the profound impact the school has on students and the parish community, St. Norbert School has been able to meet or exceed the targets set for the Annual Fund yearly. Recent funds were dedicated to the installation of new security and public address systems to ensure the safety of our students, faculty, and staff. The funds raised aid in keeping classroom technologies current and allow all students access to their own St. Norbert School issued devices.

In response to the pandemic, the principal created the Health and Safety Committee with members of the faculty, staff, parents, school nurses, maintenance team, and parish director of finance and operations. Several physical improvements have directly impacted the health and safety of students, faculty, and staff. The campus and mechanical systems upgrade include Plexiglass shields and partitions, flooring markings, a reworking of classroom spaces to allow for social distancing, the addition of an HVAC ionization system, and an increase of maintenance staff and cleaning procedures. In addition to physical improvements, the administration, parents, and support staff assist with student arrivals in the morning and health screening procedures to mitigate faculty and student exposure risk to the larger school population. This would have normally been done by faculty members.

The pandemic has caused a shift in the traditional roles and responsibilities and, in doing so, made all stakeholders a more cohesive team that is better prepared to meet the needs of the students.

5. Culturally Responsive Teaching and Learning:

The St. Norbert School faculty work energetically to bridge the gap between students and what is going on in the world around them. A student-centered environment allows all students to feel respected, heard, safe, and included. In short, this promotes sharing differences and healthy debates in the classroom. Through projects and student-led presentations, genuine communication is achieved. This encourages students to explore and share their background and beliefs. St. Norbert School educators work to tie each student's cultural experiences, interests, and the issues that impact their lives outside of the classroom to their Catholic beliefs. The teachers help students explore different cultural landscapes, understand different perspectives, appreciate other's strengths, and build empathy toward their classmates and the community at large.

In all subject areas, world events are presented, researched, and discussed using: Scholastic News, NewsELA, debates, presentations, Science World, Internet, and publications. In-school mock presidential elections are held, and Pro Life and Black Lives Matter Movement walks are supported with some students participating. The Upper School classes research a topic for National History Day on a specific theme that helps students and teachers influence the future through discovery of the past. The Spanish program is enhanced by the teacher's vast cultural background. Students are not only taught the language but all aspects of the Spanish culture. Students of all backgrounds are encouraged to share their traditions and cultures with their classmates. For example, Mandarin vocabulary was taught by a student to his classmates daily. The Irish Dance class provides students a look into the Irish musical culture.

Students are treated with fairness and compassion, regardless of their financial, educational, or physical differences. Families that have financial need can apply for tuition assistance and free or reduced lunches. Weekly food distribution is provided by the parish for families in need. The faculty and staff raise money each trimester to support families, projects or organizations as needed.

At St. Norbert School, all cultures are respected, and diversity is embraced by the school community. The school's pro-social behavior program "Bulldog Best" program instills the importance of "Compassion, Accountability, Respect and Determination" and encourages the students and faculty to be aware and celebrate the differences and cultures within the school community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

In this new teaching environment, teachers strive to keep students focused, engaged, nurtured, and connected. Technology and communication have become paramount during this pandemic. Using them in combination has allowed the teachers to tap into other teaching techniques to achieve more student engagement. Parent involvement has become even more important and necessary to help students succeed. Academic excellence is achieved through a rigorous curriculum, differentiated instruction, and the use of technology through iPads, Chromebooks, Google Classroom, Seesaw, and video conferencing.

With students equipped with an iPad or Chromebook, transitioning to virtual learning has allowed for education to continue seamlessly. All students have an earpiece or headphone to participate in class physically or virtually. The purchasing of Zoom licenses for all teachers and Google Meet has allowed for students who are virtual to learn synchronously with their classmates. E-books are always accessible to students. Teachers have sent home whiteboards for students to participate when the class is virtual. Virtual whiteboards are used in Zoom or Google Meet classrooms. Class lessons are enhanced by utilizing class videos, breakout rooms, Quizizz, Kahoot, Quizlet, YouTube, Khan Academy, IXL, and the Google Suite platform.

Successful communication between teachers, students and parents is essential for today's learning environment. Teachers have office hours on Zoom for those students who need additional help. Parent conferences on Zoom allow for parents and students to meet with the teacher. The IT instructor is constantly suggesting apps for teachers to use with students in the classroom. The current learning management system of Option C allows communication between the principal, teachers, and parents to flow almost effortlessly. Students and parents can check the pupil's educational progress daily through this system.

The school closure in the spring allowed St. Norbert School to learn how to be prepared for a successful year in the fall. Surveying the parents, students, and teachers at the end of the 2019-2020 school year led to improvements to the virtual learning schedule and teaching techniques. Refining the school schedule on Zoom was a major change from spring to fall. Over the summer, professional development and teacher meetings prepared the teachers for better engagement with students. Challenges arise daily in virtual learning and teachers collaborate to turn these challenges into opportunities to benefit the students. Technology and communication are vital to successful education at St. Norbert School.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$7004
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2620

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 29%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 96%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

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)¹. 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 subgroup² 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 assessments³).

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.

¹ 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.

² 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.

³ 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)