

U.S. Department of Education
2022 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. Maria Greenberg
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Corpus Christi School
(As it should appear in the official records)

School Mailing Address 920 Sumneytown Pike
(If address is P.O. Box, also include street address.)

City Lansdale State PA Zip Code+4 (9 digits total) 19446-5414

County Montgomery

Telephone (215) 368-0582 Fax (215) 361-5927

Web site/URL https://ccslansdale.org E-mail ccsprin@corpuschr.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@archpila.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 Rev John Schiele
(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 signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. . For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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 for 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 in the school as of October 1, 2021 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	17	20	37
K	16	13	29
1	13	14	27
2	13	17	30
3	25	17	42
4	22	18	40
5	24	26	50
6	31	23	54
7	23	25	48
8	22	25	47
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	206	198	404

*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
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 5 % 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 2020 - 2021 school year: ≤1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2020	402
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

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

Total number students who qualify: 2

8. Students receiving special education services 1 %
 With an IEP or 504: 6 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</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: 0

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.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	96%	97%	97%	96%	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 2021.

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. 2011

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

We, the students and faculty of Corpus Christi School, embrace our name, Body of Christ. Our mission is to be the Body of Christ in everything we do, wherever we go, and in whatever we say. We respect the dignity of every person and share our message of hope. We want to follow the example of Jesus in our thoughts, words, and actions. Be the Body of Christ.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Corpus Christi School admits students of any race, color, national or ethnic origin to all of the rights, privileges, programs, and activities generally accorded or made available to its students. The School does not discriminate on the basis of race, color, national or ethnic origin in the administration of its educational policies, its admission policy, or in any school-administered program.

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

PART III – SCHOOL OVERVIEW

Corpus Christi School is located in Lansdale, Pennsylvania, a suburb of Philadelphia. The school serves as the parish school of Corpus Christi Parish and has been in operation for fifty-six years. Currently, the enrollment is four hundred and four students in PreK through grade eight. Of those students, three hundred and eighty-five students are members of the parish, twelve students are members of neighboring parishes and seven students are non-Catholic. Our community is comprised of two hundred and thirty-seven families. Corpus Christi School is a school of the Archdiocese of Philadelphia and follows the policies, procedures and academic guidelines of the archdiocese. The school administration is composed of a Principal led by the Pastor of the parish. Instruction takes place in fourteen self contained classrooms, four departmentalized classrooms for grades seven and eight, and three self contained classrooms for preschool. All students receive weekly education in art, library arts/informational technology, music, physical education, Spanish and computer technology. Students who qualify may participate in Honors English Language Arts and the archdiocesan administered Honors Math Program.

The school is a Christ-centered, curriculum enriched and service oriented learning community. It is characterized by dedicated teachers, cooperative students eager to learn, and supportive parents who desire a quality faith-based education, which relies on best practices. The school community strives daily to fulfill the mission statement which is recited every morning. Proclaimed is the goal to respect the dignity of every person through our words and actions as we embrace our name, Body of Christ. Inherent in education is the obligation to recognize the needs of others whatever they may be, both in our immediate community and globally, and the responsibility to address those needs.

The academic program is designed to meet the varied needs of the students and enable them to achieve success. Prior to the start of the school year, teachers meet with students' previous teachers. They review previous accommodations offered, reports associated with education testing or services from private clinicians, and any testing results completed by the Montgomery County Intermediate Unit. This would include any information from the math and reading specialist, speech therapist, and school counselor. This gives the current teacher insight necessary to employ strategies that are effective for individual students at the start of the school year. The school has a Resource Room to provide support for students of all grade levels. The classroom teacher and the Resource Room teacher work together to devise a plan to help individual students as well as small groups. The faculty has determined that the time spent prior to the beginning of the new school year allows the new teacher to begin with a preliminary learning plan for the students. By sharing knowledge concerning learning styles, strengths and weaknesses with all stakeholders; teachers, parents, support personnel, administration, outside providers, we have seen progress in skill acquisition, comprehension, and achievement on the part of the students.

Corpus Christi School is accredited by the Middle States Association. The faculty and staff has recently completed a reaccreditation self-study of our academic program. As a result of the study, the faculty recognized the need to provide an opportunity to challenge students who exhibit a strength in the area of English Language Arts. An Honors English Language Arts program was created for eligible students in grades six through eighth. The criteria for entrance into this program was modeled after the Archdiocesan Honors Math Program. Students in this program work at a faster pace and concentrate on developing writing and speaking skills. Each trimester these students also complete advanced studies of two pieces of literature from across the curriculum.

Over the last two years, the Covid-19 pandemic has affected our instructional methods. The faculty quickly adapted and either acquired new skills or a deeper understanding of how to best utilize technology to support student learning. During the summer of 2020, the faculty worked to improve the rigor of virtual instruction. When school opened on August 31, 2020, the school spent an eleven week period devoting instructional time to the use of Google Classroom and Google Meet. The school has continued to utilize this platform through all instruction so our students and teachers keep their skills current. Students who are required to self isolate or quarantine are able to attend school virtually with their class.

Corpus Christi School has been named an Archdiocesan School of Distinguished Instruction for the last

three years. This award is given to schools in the archdiocese who either demonstrate a full year's growth or exceed their potential on the Terra Nova test.

As a previous recipient of the National Blue Ribbon in 2011, Corpus Christi School enjoys the honor as being part of a distinct group of schools. The Blue Ribbon is a testament to the quality of our educational institution and a confirmation to our stakeholders.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Corpus Christi School follows the policies, procedures and guidelines of the Archdiocese of Philadelphia. The teachers utilize the Common Core Standards in the teaching of Mathematics and English Language Arts. The Next Generation Standards are applied in Science. The standards of the American Council of Teachers of Foreign Languages are used in Spanish instruction, and the National Association for Music Standards are applied in music.

Teachers employ a variety of instructional strategies on a daily basis. Differentiated instruction is a key component of the instruction. Flexible grouping is also a strategy that allows teachers to tailor instruction to the individual needs of the students. Students are provided with both remediation as well as enrichment opportunities in the classroom.

Formative and summative assessments are given frequently. Benchmark assessments are administered in reading as well as unit tests in mathematics for grades kindergarten through grade six. Results are used to determine mastery and provide data for flexible grouping. Weaknesses are addressed through reteaching and reinforcement. Students in grades two through seven take the Terra Nova standardized tests annually. The results of these assessments give teachers information about a student's strengths and weaknesses in order to devise appropriate instruction. Adaptive standardized assessments are administered to both Algebra groups in the eighth grade. This is used to evaluate progress and also for the placement of students in high school. Opportunities for oral participation and rubric based assessments are also used for evaluation purposes.

Due to the pandemic, the school has implemented a virtual instruction option for students who are required to self isolate or quarantine. This has allowed students to continue their learning while they are at home. Teachers have also adapted their lessons to incorporate technology into their daily lessons to provide opportunities for these students to participate remotely and keep skills fresh.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The Reading and Language Arts curriculum at Corpus Christi School is aligned with the Pennsylvania Common Core Standards and the curriculum guidelines for The Archdiocese of Philadelphia. Grades kindergarten through third use the Houghton Mifflin Harcourt (HMH) Journeys Reading Series which encompasses reading, grammar, writing, phonics, listening, and speaking skills. Digital resources are also used daily. A new phonics/phonemic awareness program is being sought to enrich the curriculum. The curriculum is taught using both whole group and small group instruction. Differentiated lessons with the goal to reteach or enrich are prepared weekly to help all students. Grades one through three also use the IXL program to practice skills taught in class. Weekly tests and unit benchmarks are used to assess the students' progress.

As students advance to the intermediate grades, four through five, they continue to use the HMH Journeys Reading Series, which helps to enhance each student's ability to be able to gather key ideas and details. The school uses a process approach to strengthen students' writing abilities. These writing tasks also help students to develop the capacity to build knowledge through writing. To build a well-versed student, students are presented with abundant opportunities to take part in a variety of rich, structured discussions, as part of the speaking and listening arena. Comprehension, collaboration, and presentation knowledge are enhanced with technology to broaden the role of listening and speaking. We also use the IXL program to reinforce various language art skills.

Reading Skills, in the upper grades six through eight, reflect the integration of knowledge and skills in a

sundry of formats and media. The range of reading and the level of text complexity increases across a plethora of genres. Students will gain a repertoire of literary knowledge. Students write routinely and over extended periods of time for varying tasks, audiences, and purposes. Students research and present knowledge. To build confident students, they are required to evaluate and present complex information through listening and speaking. Technology expands the role of listening and speaking as it sharpens the students' communication skills as technology is ever evolving.

At the start of this current school year, Corpus Christi introduced an Honors ELA program for students grades sixth through eighth. A curriculum that includes both classic and contemporary age appropriate literature was designed to encourage critical thinking and increase comprehension skills. There is a focus on writing skills directed toward the production of many writing samples. This utilizes the steps of the writing process with the goal of eventually demonstrating mastery of each type of writing. Numerous opportunities are provided to develop public speaking skills which aids in the development of self-confidence and poise as well as the skill of maintaining the audience's interest.

1c. Mathematics curriculum content, instruction, and assessment:

Corpus Christi School follows the common core standards for math instruction, as well as the guidelines of the Archdiocese of Philadelphia for all grades. Emphasis has been placed on utilizing digital components to support instruction and provide a virtual platform to learning. All students have access to practice their math skills through IXL, a computer-based learning program that allows students to practice skills both in the classroom and at home. Students are encouraged and scaffolded in the development of mathematical reasoning skills at all grade levels. Emphasis is placed on multiple strategies to solve a problem. Students are encouraged to support and defend their mathematical thinking through written and oral communication. This encourages the development of critical thinking skills that is carried out at each grade level.

Instruction is differentiated at all grade levels to meet the varying needs of all math learners. Students have opportunities to engage in reteaching and enrichment activities for all concepts in all lessons. Interactive games are incorporated to reinforce understanding of concepts and provide tactile learning opportunities for our primary and intermediate learners. The current Math program focuses on the development of rigor, productive struggle, formative assessment, rich tasks, mathematical discourse, and collaborative learning

In the primary grades, emphasis is placed on the development of number sense. Manipulatives are used frequently to provide a visual, tactile experience for the students. Intermediate instruction focuses on fractions, decimals, and proportions. Students work to solidify their mathematical concepts. The seventh grade course of study focuses on integers, rational numbers, algebraic concepts as well as geometric concepts. The eighth grade course of study covers the high school level of all Algebra 1 concepts in order to prepare them for their future high school math classes. Many non-honors math 8th grade students proceed to Honors Algebra 1 upon entering their high school years.

Corpus Christi students who qualify may enter the Honors Math program at the end of their third or fourth grade year. The instruction in this program moves at a faster pace, and in a greater depth, than in the regular classroom. This program incorporates a strong emphasis on both proportional and functional reasoning. Students must maintain achievement standards to remain in this program. Most graduates of this program are able to proceed right to Algebra 2 upon entering their high school years.

Students who require additional instruction for gaining mathematical concepts are provided support through our county's Intermediate Unit. These students receive small group instruction 2-3 times per week to support understanding of mathematical concepts.

Student learning is assessed through both formative and summative assessments. Some of these include: teacher observations, exit tickets, quizzed, test, and interactive games. In addition, performance assessments give the students opportunity to demonstrate and communicate their understanding of concepts. Students' mathematical skills are evaluated yearly through standardized testing on the Terra Nova.

1d. Science curriculum content, instruction, and assessment:

Science instruction follows the Next Generation Science Standards as prescribed by the Archdiocese of Philadelphia. Teachers in grades kindergarten through two create units of study based on these standards to use with their students. Students in grades three through eight utilize the Science Fusion series published by Houghton Mifflin. Students explore the connections across the four domains of science; physical science, life science, earth and space science, and engineering design. These connections build on each other continuously through grade levels. Students engage in practices independently and within groups to build, deepen, and apply their knowledge. Students have an opportunity to utilize the school's science lab on a weekly basis. Science lab groups are structured to allow for differentiation. Scientific inquiry is promoted through experiments and project based learning. Students think critically to solve real world problems using STEM disciplines. Different forms of instruction are used including demonstrations and technology such as Powerpoint presentations, interactive websites, and digital labs. Students are assessed using both formative and summative assessments including class discussions, lab reports, group projects, presentations, quizzes, and tests. The scientific process is celebrated by way of a school wide STEM Fair annually.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Corpus Christi School follows the Archdiocesan Curriculum Standards, Common Core Standards for Literacy, and the PA Standards Aligned System. Social Studies instruction in kindergarten teaches students about the communities around them and how their small actions contribute to the identity of their communities. In first grade, an emphasis is placed on the cultural identity of the family. Building on that, second grade is taught about the characteristics that define urban, suburban, and rural communities and how these impact the formation of cultural identity. Third grade students activate prior knowledge when showcasing the different identities, cultures, and experiences that exist around the world. Basic map skills such as directions and map reading are also introduced. These skills in kindergarten through third grade are formative and are not graded.

Social Studies becomes a graded subject in grades four through eight. In fourth grade, students study the history, geography, government, economics, and culture of Pennsylvania. Adding onto their prior knowledge, fifth grade students explore the development of cultures, civilizations, and interactions between societies in the Western Hemisphere. Sixth grade students are introduced to the geography, history, and evolution of cultures within civilizations in the Eastern Hemisphere. Seventh grade and eighth grade students focus on the development and colonization of the Americas and the history of the United States from its birth through the twenty-first century.

With differentiation in mind, teachers use various forms of instruction and assessment, such as: webquests, current events, online resources such as World Book Online and Scholastic, project-based learning, cooperative learning opportunities, and primary source analyses. Each grade uses the knowledge they have gained about communities around the world to be the good in their own community through various service projects throughout the school year. The third grade championed the Blue Light Project that brought attention and accolades to the local police. A schoolwide sock collection was held to support Code Blue, an organization that provides shelter and support to the homeless in the community. The school also collects food monthly for the Patrician Society, a local food bank.

The Social Studies Curriculum, in conjunction with our Catholic identity, allows teachers to truly educate the whole child.

1f. For secondary schools:

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

The Early Childhood Program encourages social, emotional, physical, cognitive and spiritual growth of three and four year old students. Instruction is provided in religious and faith development, language and literary skills, as well as mathematical and scientific thinking and expression. Health and wellness and social-emotional skills are stressed. Preschool students receive weekly instruction in areas of art,

technology, music, physical education, library, and Spanish. Archdiocesan Guidelines and the Pennsylvania State Standards are followed. The early childhood curriculum aligns with the kindergarten through grade three standards which build upon the Pre-Kindergarten competencies.

The Early Childhood program prepares the student for the challenging curriculum that characterizes the kindergarten curriculum and beyond. As social and emotional growth takes place, good social behaviors, habits and routines are being developed. The program is academically oriented with attention to the development of the whole child. Instruction is presented on the letter sounds and recognition of both upper and lowercase letters and writing those letters. Rhyme and literacy skills are also introduced. The mathematical curriculum includes number recognition, writing and counting skills with one to one correspondence. Color, shapes, patterns, non-standard measurements, and basic addition and subtraction stories are also topics. The curriculum is presented in an engaging manner using crafts, songs, stories, and play, both in whole group and small group instruction.

As part of a larger school, social and emotional growth is encouraged and fosters the student's experience of being part of a community. A sense of belonging is developed by attending school assemblies and events along with prayer partner activities. At the conclusion of the Pre-K 4 program, the students have developed the essential skills and knowledge to continue in the full day academic kindergarten program offered by Corpus Christi School.

2. Other Curriculum Areas:

All students receive art instruction weekly in the art studio. They are encouraged to express their creativity in a variety of mediums; such as water colors, tempera paint, pastels, crayons, colored pencils, chalk, and charcoal. Students' artwork is prominently displayed on movable boards throughout the school's campus. Each year we participate in "Art Goes to School", a program offered by a local civic organization that provides pieces of artwork along with a well-versed professional to discuss the work with the class. The month of January is devoted to an annual art contest held by the school where students submit projects and compete within their grade level.

Students in the five day a week preschool program through eighth grade attend physical education class once a week. The three day preschool programs attend class every other week. The Archdiocesan Health and Wellness Policy is observed and a healthy lifestyle is encouraged. Students learn the value of physical activity, teamwork, cooperation, sportsmanship, respect for self and others, accountability and empathy as the guiding principles of the fun and engaging games and activities played. Many students carry these principles into team and individual sports through the Catholic Youth Organization (CYO) within our parish community.

All students are exposed to the language and culture of different Spanish speaking countries throughout the world. Vocabulary development is the focus in the primary grades while grammar and cultural traditions are emphasized in the middle grades. The development of conversation skills is stressed in grades six, seven, and eighth. Corpus Christi School follows the Pennsylvania's State Standards for World Language. The use of technology is stressed throughout the grade levels to enhance the language learning experience.

All students receive instruction in the areas of technology and library weekly. In technology classes students learn to be responsible digital citizens. As a G-Suite school, the technology program also teaches students how to effectively use all the Google tools to enhance their learning, post and complete assignments in Google Classroom, and communicate with one another and the teachers. All classrooms are equipped with Smartboards, projectors, Chromebooks, and charging carts. In library class, students learn to utilize a variety of sources including databases, card catalogs, and printed materials. The goal is to develop and use information skills to become lifelong learners.

Music instruction is provided weekly to all students. The students are introduced to different styles of music weekly and learn about various composers throughout the school year. Students in preschool through grade five learn basic rhythms while using non pitched percussion, pitched percussion, recorders, boomwhackers and buckets (bucket drumming). Middle school students learn to distinguish different instruments as well as

how music is used within movies. Performance opportunities for all students include the Christmas Pageant for grades kindergarten through fourth, Spring Show for grades five through eight, Junior Choir (grades 3-4), Senior Choir (grades 5-8), Hand Chimes (grades 5-8), String Lessons/Ensemble (grades 2-8), and Band Lessons/Ensemble (grades 4-8).

As a Catholic school, instruction in the doctrines and practices and traditions of the Catholic faith is at the heart of the school's existence therefore they are the foundation of daily instruction here at Corpus Christi School. The guidelines of the Archdiocese of Philadelphia are followed and instruction in Religion occurs daily in all grades. The students and the staff embrace the name Corpus Christi, which means body of Christ. This is evidenced by robust outreach programs, sacramental preparation, prayer partners, monthly student liturgies, as well as daily school and classroom prayers. The mission of the school is fortified by teaching and living our faith. We work to create and sustain a school community that lives what it means to "Be the Body of Christ".

3. Academic Supports

3a. Students performing below grade level:

As a result of the recent Middle States accreditation self study, the staff identified a need to develop protocols to strengthen the process for evaluating and providing support to students. A new system was implemented to address the need for continuity of in-school accommodations of individual students from year to year. Now the accommodations are documented and kept by the student's current teacher. Examples of these accommodations include placement near the teacher to allow frequent check ins, test taken in the resource room, note pages printed out. Specific time is set aside by the faculty at the beginning of each school year so the student's previous teacher will meet with the current teacher to discuss what accommodations have been in place in previous years and if they need to continue. In many instances the teachers will also conference with parents to offer suggestions for assistance at home.

Remediation services in mathematics and reading are provided by the Montgomery County Intermediate Unit (MCIU). At the request of the teacher or administrator, the MCIU will perform a screening to determine grade level and areas in need of remediation. If deemed necessary and with parental permission, services are given on a regular basis. Standardized assessments are performed twice during the school year to determine if the remediation has been successful and can be terminated or if the child needs to continue with services.

If the support in place for the struggling student does not lead to improvement, a request is made for an educational consultation provided by the MCIU. This observation will detail the student's focus, time on and off task, response time to follow teacher directions and susceptibility to distraction. The consultant offers recommendations for the teacher.

The school has also developed a resource room for students who require extra support. Students in the Junior High may also visit the resource room during lunch for a study hall. The room is available for small group instruction and serves as a distraction free environment for test taking. The resource room personnel are also available to push into various classrooms as needed to support both students and teachers.

When interventions do not produce significant student improvement, administration initiates an educational psychological evaluation. This can either be administered by the MCIU or by the public school district in which the student resides. Once the evaluation is completed, the findings are discussed in a team meeting with the psychologist, administration, teacher and parents and the suggested interventions are then implemented both in the classroom and at home.

3b. Students performing above grade level:

Students performing above grade level who meet the qualifications of the Archdiocese may be placed in the Honors Math Program. At the close of eighth grade these students will have completed the Algebra 1 curriculum in greater depth and at a faster pace than the regular Algebra classroom. Beginning this school

year, students who meet the established criteria will be eligible for placement in an honors course in the English Language Arts. The development of this program was the result of faculty discussions during the Middle States accreditation process. There are also numerous opportunities for high achieving students to participate in academic competitions related to math, science, and technology.

3c. Special education:

The school does not provide special education. Currently the school has enrolled two students in the same family on the autism spectrum that receive the services of 3 part-time aides. This outside support is acquired privately by the parents. The students' teachers, our support staff, and their family work closely with aides to modify curriculum to support these students.

3d. English Language Learners, if a special program or intervention is offered:

The school does not have any ELLs at this time.

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

The current school enrollment does not include any special populations in need of services.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Corpus Christi School offers a daily opportunity for all in our community to "be the good". Each morning our principal greets all at the start of the day over the the loudspeaker. She leads the school in prayer and the Pledge of Allegiance, recognizes birthdays and special achievements in the school community. She then makes any daily announcements, and encourages our students to see and be the good in the world.

The school provides a positive environment that supports academic growth. Faculty members recognize the importance of a positive atmosphere to make students feel confident, which is vital to student growth. They strive to create relationships with their students marked by mutual respect and understanding. All lessons incorporate activities designed to appeal to different learning styles. Small group instruction allows a student more teacher time and interaction. Many classrooms utilize morning meetings in which students can share topics that interest them. The Seesaw platform in primary grades allows students to submit assignments and receive personalized, positive comments from the teacher. Teachers capitalize on "teachable moments" to maintain engagement. Many of these moments occur during the planning of and the participation in school wide activities such as field day, the May Procession, the talent show, pep-rallies, and the many Catholic Schools Week events. By allowing our students to participate in the planning and execution of these events, they learn how to be part of a vibrant community.

Corpus Christi School offers numerous opportunities for social interactions and emotional growth. Through its Prayer Partner Program, students in lower grades connect with those of the upper grades to share spiritual experiences, projects, and holiday celebrations. This invites an environment where older students model kindness and cooperation when working with the younger students. Our student council officers act as liaisons between grade levels, fostering communication about school happenings, and encouraging participation in outreach programs. Older students take on leadership roles and younger students develop patience, verbal skills, and understanding. Students readily recognize and acknowledge one another with a smile and the school mantra, "See the good, Be the good." Students identify attributes that are vital to their Christian identity.

Corpus Christi School strives to educate the whole child through a rigorous learning environment that integrates Catholic values of service and respect, preparing all students for high school, college, and beyond. Students are challenged in all curriculum areas. The expected result of this rigor is to provide a firm foundation upon which high schools and colleges can build. Corpus Christi school follows the Catholic Identity Curriculum Initiative based on the College and Career Readiness and State of Pennsylvania standards.

Teachers have risen to the challenge of promoting engagement during extended periods of virtual instruction. Parents and students sign a code of conduct for virtual instruction which reaffirms our school principles. Teachers have incorporated a variety of technology platforms to engage learners and maintain a social and emotional connection. Some of these include Google Classroom, Flipgrid, Seesaw, and Quizlet. Even at this point in the pandemic we are continuing to spend time in the classroom teaching our students how to best utilize these virtual tools. We believe this helps us to prepare our students to be twenty-first century citizens.

2. Engaging Families and Community:

Effective communication between families and the school is essential to the school's success. It fosters a sense of engagement and community and hopefully a desire for our families to invest themselves in the school. The school utilizes a variety of methods to raise parental awareness of and participation in all aspects of the daily life of the school.

Parents receive a weekly electronic communication from the school. This communication offers weekly reminders and updates from the Principal, school nurse, and organizations connected to the school. Option

C is a total student information system. Parents may check on student progress as assignments and grades are entered throughout the school year. Option C also has a communication portal which is used to deliver important information directly from the Principal or school office. Additionally, each teacher has a classroom website to post specific information including homework, assignment due dates, upcoming tests and events. These websites are linked to the school website and are updated weekly. Each fall the school hosts parent teacher conferences and teachers are available by email, phone, or in-person appointment throughout the school year.

The school has adopted the Google platform for virtual instruction in all grades. The technology teacher created a video for parents on the use of this platform. It has proven to be a wonderful support to families. The Home and School Association actively solicits parent volunteers to coordinate and staff their numerous events. Occasions such as Muffins with Mom, Donuts with Dad, and Family Bingo among others offer the parents an opportunity to come together in a social setting and meet their children's school friends. While Covid restrictions have curtailed many of these activities they have worked with the school to help come up with creative alternatives. They sponsored a parent presentation via Zoom given by a well known authority on child and adolescent psychology which offered the parents information on how to deal with anxiety issues in children that are Covid related.

3. Creating Professional Culture:

The faculty of Corpus Christi School believes learning is a lifelong process. Teachers are supported in their professional development in a variety of ways. The Montgomery County Intermediate Unit offers staff a number of professional development opportunities throughout the year. Staff members are encouraged to participate in these workshops as well as other webinars, workshops offered by the Archdiocese of Philadelphia, and graduate level courses. The administration also plans for staff wide professional development days during the school year. The topics of these days are generated from a staff survey or from a need identified by the administration.

Teachers and staff are encouraged to participate in various leadership roles throughout the school. Teachers serve as curriculum area coordinators to share information about best practices in each subject area. Experienced teachers also serve as mentors to new teachers. All teachers serve on various committees during the year. These committees include: Grandparents' Day, Outreach, Spelling Bee, and Academic Bee. Teachers and staff also moderate student clubs and activities. The computer club, led by the computer teacher, allows students to develop their coding as well as other technological skills. The Media Club was created to help students develop media production skills through the production of a weekly news program prepared by students for the school community.

Communication is an important aspect of the professional culture of the school. Teachers receive a weekly update containing information about upcoming events. Weekly Monday morning faculty meetings are held to discuss important issues and give the faculty an opportunity to discuss any concerns. Curriculum meetings, facilitated by the curriculum chairs, are held twice a month. These meetings provide opportunities for teachers to work together and share ideas to improve instruction. An open communication exists between the teachers and the administration to facilitate a positive working environment.

During the pandemic, the teachers received significant support from the technology teacher as they made a quick transition to virtual learning. She was instrumental in not only helping them understand the technology being used but also in helping them to feel empowered. The administration also provided the faculty with two workshops on using the Google Suite. This enabled the teachers to adjust to virtual instruction more effectively.

Teachers support each other in multiple ways. The faculty shares ideas, resources, and strategies with one another. Classroom teachers share pertinent information about students with special area teachers. Beyond the classroom support is given through encouragement, advice, humor, camaraderie and friendship.

4. School Leadership:

The pastor is the administrative and spiritual leader of the parish. The pastor is responsible for all daily spiritual needs within our parish and school community. The pastor meets with the parish finance council regularly to meet the needs of the parish and school. The pastor interacts with the students of the school through celebrating mass, sacraments, and informal classroom visits. The pastor oversees the school administration and councils on decisions regarding the school in regards to spirituality, finance, and student discipline. The duties of the pastor help to ensure that the students are given opportunities to strengthen their faith and succeed academically by financially supporting the school to provide necessary resources and technology.

The principal is the administrative leader of the school and is responsible for the daily operation of the school. The leadership team is composed of the Pastor, the Principal, and the Administrative Assistant who work collaboratively to foster a school community. The community is based upon faith values defined by a challenging curriculum dedicated to achieve academic, social, and spiritual growth. As a school of the Archdiocese of Philadelphia, Corpus Christi follows the policies and procedures established by the diocese. During this time of Covid, the administration ensures that the students follow safety protocols put into place by the Archdiocese and follows the county and state guidelines in relation to social distancing, masking, and quarantine.

The role of the principal includes but is not limited to creating a faith based and safe environment and is primarily responsible for the discipline of student behavior. The principal monitors daily instruction to ensure that lessons are based on the appropriate standards with a focus on technology and its evolution within the classroom setting. Assessments are reviewed by the principal to assess student progress and appropriateness. The principal is responsible for the hiring of teachers and staff. The presence of the leadership team is evident through weekly classroom visits and morning and afternoon prayers and announcements. The principal needs to maintain positive relationships with the parents, parish staff, and parish organizations which includes stakeholders such as current parents, alumni, and parish finance council members.

The leadership philosophy of the school is rooted in faith, service, and excellence. The goal for all stakeholders of Corpus Christi School is challenging students to grow in their faith, deepen their knowledge, and live the Gospel message of service to others.

5. Culturally Responsive Teaching and Learning:

The response to addressing diverse needs found in our community is clearly enunciated daily as the mission statement is recited each morning. The statement affirms respecting the dignity of every person and following the example of Jesus in our thoughts, words, and actions. Belief in the dignity of every individual is professed and the students are reminded to consider the effect that words and actions have on those encountered throughout the day. Students also learn about specific character traits that they possess and how they can be positively used in their everyday interactions. The conclusion of the mission statement urges all to Be the Body of Christ. All students and staff are required to sign the Memorandum of Understanding from the Archdiocese of Philadelphia yearly. In this document the signee acknowledges the responsibility to respect the diversity of everyone. The principle that all life matters is an important tenet of Catholic faith and Catholic education.

Awareness of other cultures takes place within the classroom. Students complete investigations into their particular ethnic heritage and share this information with classmates. Students at each grade level receive instruction about Black history as well as Women's history. Topics related to social injustice such as the mistreatment of indigenous peoples, the institution of slavery, and discrimination are discussed within the context of the social studies curriculum. Students in seventh and eighth grade frequently discuss these topics as part of themes of literature as well as within the Religion curriculum. Textbooks, print and non print library materials, and trade books incorporate various cultures and ethnic diversity. Current events are incorporated through the use of news podcasts and Scholastic News to expose students to social movements that may have direct impact on them.

Respect for the dignity of others is also addressed in programs offered by the school guidance counselor.

Issues such as bullying, teasing, and inclusion are presented. Strategies to remediate conflicts are presented in either small groups or whole classrooms, depending upon the situation.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Corpus Christi School provides students with a faith filled, rigorous academic program. One of the keys to the academic success of our students is the commitment of all stake holders to meet the needs of all students.

The faculty's reflection on what the student needs and their willingness to collaborate has been the springboard for many of the initiatives the school has put into place in the last few years. The development of the Resource Room is an example. The faculty saw a need to help middle school students who where no longer eligible for support through the Montgomery County Intermediate Unit and the concept of the Resource Room took root. Teachers and administration worked together to develop a room that met the needs of these students and continues to evolve to help other student groups or individuals.

After developing our own internal accommodation forms to help teachers plan for student success, the faculty realized that more continuity was needed from year to year. The school established time prior to the start of the new school year for meetings between previous year teachers and current year teachers to provide continuity in the student's educational process.

Collaboration with the MCIU specialists provides faculty increased opportunities to support students. The specialists and faculty communicate with each other on a regular basis to discuss the needs of students in these programs. Faculty may also utilize these professionals for students who might not qualify for specific programs but could benefit from new approaches.

Open communication with parents has been crucial to the academic success of the students. Each faculty member has classroom website that contains information for the parents. Faculty members are available to parents and will readily contact parents if they have a concern about a student. The administration is also available to parents. Corpus Christi School strives to provides a program of instruction that best support the needs of the individual student. Involving parents, current and past classroom teachers, and specialized professionals aid this goal.

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? \$5759
(School budget divided by enrollment)

4. What is the average financial aid per student? \$2454

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? 9%

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)