

U.S. Department of Education
2023 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. Kristin Penley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Margaret of York Elementary School
(As it should appear in the official records)

School Mailing Address 9495 Columbia Road
(If address is P.O. Box, also include street address.)

City Loveland State OH Zip Code+4 (9 digits total) 45140-1560

County Warren

Telephone (513) 697-3100 Fax (513) 683-8949

Web site/URL https://smoyschool.org E-mail kpenley@smoyschool.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.

(Principal's Signature) Date _____

Name of Superintendent* Ms. Kathy Kane E-mail kckane@catholicaoc.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Cincinnati Tel. (513) 263-3447

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson N/A N/A
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 the current school year (2022-2023) 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, 2022 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 Students
PreK	0
K	79
1	48
2	68
3	60
4	51
5	56
6	64
7	62
8	76
9	0
10	0
11	0
12 or higher	0
Total Students	564

*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
 - 0.1 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 4.8 % 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 2021 - 2022 school year: ≤1%

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

N/A

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, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2021	527
(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):

N/A

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

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 17

8. Students receiving special education services with an IEP: 6 %
Total number of students served 35

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</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>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 5

11. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
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.	6

12. 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 22:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 2013

16. In a couple of sentences, provide the school's mission or vision statement.

We are committed to educational excellence through supporting and encouraging a diverse community of learners to become responsible stewards of God's gifts.

17. Provide a URL link to the school's nondiscrimination policy.

<https://smoyschool.org/welcome>

18. **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

Saint Margaret of York School, known as SMOY, is located in Loveland, Ohio. It is a parochial Catholic school in the Archdiocese of Cincinnati and was established in 1984. At St. Margaret of York, the character of the school is evident from the moment you enter the building. It is a warm, welcoming community that is student-centered with a positive atmosphere. Staff, students, and families are “all in,” meaning they are upbeat, driven, and ready to be positive, supportive, and caring to one another at all times. Our faculty and staff work daily to ensure our Catholic faith is the root of what we do, while offering a challenging curriculum with the best and most up-to-date teaching practices.

Our faculty and staff continually go above and beyond to ensure students are successful and reach their highest potential in all aspects of life. St. Margaret of York maintains academic excellence and continually strives to improve. While academic excellence is supported by our previous Blue Ribbon Award in 2013, our school also provides an education that focuses on developing the whole child: spiritually, academically, socially, artistically, and physically. Responding to the diverse needs of others in the school, community, and world creates a welcoming atmosphere that values all people. In line with our school’s mission, we are developing students who can think critically and use their God-given talents to make a positive impact on the world.

Our school meets all students where they are and challenges them to develop to their fullest potential academically. In our elementary grades K-4, grade levels utilize flexible groupings based on the data provided from our Star reading and Aimsweb standardized assessments. The groupings allow for diverse reading and math teams that provide students with an appropriate level group to encourage them academically. These groupings also allow us to identify the best instructional approach, whether that is to push students forward or to adjust our approach for learners who may be struggling. In all grades, you can see critical thinking skills and outside-the-box-thinking strategies being taught and fostered based on data, particularly in middle school. Students are constantly encouraged to apply their background knowledge to the new curriculum and material being taught in the classroom. Students are pushed to learn from their mistakes and use them to improve their learning and thought processes moving forward. Project or problem-based learning is a common teaching tool that challenges students to grow academically and socially.

Socially, St. Margaret of York has committed to using a restorative approach with an emphasis on a responsive classroom to develop the whole child. On a daily basis, walking down the hallway you will see morning meetings, social-emotional learning lessons taking place, and many opportunities for students to interact with one another. Students are encouraged and taught how to recognize their own behavior and make necessary adjustments. Students are given the opportunity to act out different situations or conflicts that may arise and then work together to discuss solutions and how to respond to them. Our school places a strong value on mental health and the overall well-being of our children. This helps ensure that our students are not only safe physically, but also with developing risk-taking skills in the learning environment. We have a strong support team in place for our students, including a mental health consultant, guidance counselor, behavior coach, and school nurse. Supporting one another is how we connect with them emotionally and socially.

Our “Families” program sets us apart from others and defines our unique character. Students are assigned into small groups that consist of children from every grade level, kindergarten through eighth grade. This group becomes their “family.” Each family is then assigned to one teacher that remains constant throughout each student’s years at St. Margaret of York. This faith-filled time together incorporates character education as well as service projects. The goal of the family program is to foster community and build stronger relationships among students and staff. The family community provides leadership opportunities for our older students, especially those in eighth grade who become family leaders in their last year before graduation.

St. Margaret of York was the proud recipient of the Blue Ribbon Award in 2013. While St. Margaret of York’s reputation always has been one that focuses on values and commitment to faith-based education, the award further reflects the academic excellence we offer in a competitive environment with neighboring

public schools. It furthered our relationships with many local businesses and increased recognition for our school, enticing many more families to visit and tour St. Margaret of York as a possibility for their family.

Families feel valued, connected, and welcomed often recommending our school to others. The retention rate of our school families over the last five years is 96%, while the rate for the last two years is 99%.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

St. Margaret of York School curriculum is guided in all subject areas by the Archdiocese of Cincinnati Graded Course of Study and is consistent with the State of Ohio guidelines. Our teachers strive to use a variety of instructional delivery methods with a strong emphasis on critical thinking skills to address the identified essential skills in each subject area. Student growth, proficiency, and different levels of mastery are all considerations in our grading system. Using standards-based learning ensures all students are presented with consistent expectations. Teachers are focused on high expectations and achievement for all students through a variety of methods. While every student is ultimately responsible for his/her own learning, cooperative learning is a commonly used method to allow students to work together as a team to learn and create. Teachers collaborate as teams to determine best practices to deliver instructions and assess the standards. All students receive a plethora of instructional strategies as core instruction at the Tier 1 Level. Differentiated groups are then personalized and supported by teachers and support staff members to ensure that each student is met where they are to ensure optimal access to the general education curriculum. We will be piloting the i-Ready program this spring in both reading and mathematics. This will allow us to continue to use data to drive instruction in the classroom, while also challenging each at the individual level.

Reading/English language arts at St. Margaret of York embraces an integrated approach while addressing the essential skills within the standards. We empower students by showing them a love and devotion to reading when beginning their school career at St. Margaret of York. Teachers offer many opportunities for instruction, including whole-group instruction, small-group instruction, and individual practice using a variety of texts.

Students in grades K-4 study various language arts topics and literature selections in a given week. The instruction in each class is heavily rooted in the core principles of a structured literacy and science of reading approach. Teachers in grades kindergarten through second grade focus on the five components including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers are committed to using research-based instruction methods, such as Haggerty, to provide students with the necessary building blocks of language and knowing that phonemes are what make up the spoken word. Through the use of the Orton Gillingham method, students are introduced to phonics in a systematic and multi-sensory platform. Teachers are committed to using a project-based learning approach as emerging readers become more independent in reading. Primary-level teaching teams meet and review assessment data in order to have smaller groups for reading through the flexible grouping model of teaching. While in groups, essential skills are taught in a variety of ways to meet the needs of each learner.

As students progress into higher grade levels, teachers incorporate more advanced-level books to model and implement book clubs and literature circles. Assignments are differentiated to meet the needs of individual student needs and students participate at their level in a variety of roles within a Literature Circle Group. This also allows for a review of vocabulary skills as well as the opportunity to answer higher-level comprehension questions and critical thinking skills. Student choice is an extremely important component of middle school reading. Choosing their own material makes reading relevant for students and gives them a reason to want to read. Students create a variety of meaningful projects within the classroom to show their understanding of literature. Learning standards are assessed through critical thinking strategies, responding to text, and providing evidence and support to show understanding. Writing responses are also used to assess the students' understanding of lessons, reading material, and projects. Constant communication between teachers and students is essential to have a full-circle understanding of how each student is progressing toward the standards through these previously mentioned teaching practices.

The school uses a variety of educational technology programs for reading assessment and reading practice in order to increase student growth and mastery. These programs use a variety of methods, including engaging quizzes, electronic reading books at the student's level, and providing staff with data to drive student

learning. It also allows teachers to provide progress monitoring in the area of language arts when needed upon receiving the results of benchmark assessments.

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

The math curriculum at St. Margaret of York follows the Archdiocese of Cincinnati Graded Course of study and common core standards. Math is the basis of our practice of teaching critical thinking skills and the ability to solve real-world problems. Similar to language arts, math instruction encompasses many different teaching methods such as whole-group instruction, small-group instruction, guided practice, and independent work.

Primary-level math is taught in whole groups and small groups using a variety of learning techniques, such as games, guided practice partner work, and independent practice. Teachers have mapped out a year of instruction with essential skills to ensure each standard is thoroughly covered and builds mastery-level skills. Pre-assessments are administered evaluating essential standards that allow groups to be formed within the classroom in grades kindergarten through third. These groups are differentiated according to learning needs and taught at their level using hands-on manipulatives, real-world examples and practice. Practice includes math-based software programs such as Prodigy and Khan Academy to provide both on-level practice or to challenge students who have mastered on-level concepts. Teacher observation, formal post-tests, and daily assignments and activities measure each student's growth. Flexible grouping is used at this level and is analyzed and changed weekly according to student needs as determined by formative and summative assessments. Some students require additional practice to meet the standard whereas some students need to be enriched and continue to work on higher-level critical thinking skills related to the standards covered.

As students progress through grades three through sixth, teachers continue to use a variety of learning techniques and are able to model different approaches for solving math problems. Students learn the best way to take notes, solve step-by-step expressions or equations, and how to apply basic concepts learned to higher level thinking word problems. Every concept that is taught is assessed through a variety of modalities including partner work, individual whiteboard practice, and interactive digital games that allow the teacher to provide immediate feedback at any point in time. Teachers at this level are also able to flexibly group their students to allow for more differentiation similar to the primary level teachers.

Middle school math continues to follow the curriculum and standards and delves into higher level concepts such as high school algebra, and geometry. While these subjects are challenging, there is still plenty of room and opportunity to gain more confidence in basic skills such as arithmetic and basic calculations. Students that are in need of an extra challenge are able to join the math team that practices and competes in competitions throughout the school year.

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

The health and science curriculum at St. Margaret of York relies on the standards set by the Archdiocese of Cincinnati. Students are introduced in the younger grades determining what characteristics make a good scientist and the steps in the scientific process. Science is delivered through inquiry based instruction with hands-on labs and real world connections. Teachers use a variety of instructional methods and teaching strategies such as reading about science topics and recent events in science magazines and using online science simulations.

Upper elementary students focus scientific thinking for mini-labs and practice STEM concepts while applying information for reading tables and graphs. The engineering process is introduced with a study of Rube Goldberg creations followed by creative writing for student's individual inventions. Labs are used for different units of study such as homemade ice cream lab to cover states of matter and roller-coaster video simulations to cover types of energy. At this upper elementary level, students are also starting to create small simple circuits while learning the principles of electricity.

As students progress, early STEM concepts continue to be reinforced in the upper grades as the engineering

design process becomes a large part of the curriculum. Science topics become the center of cross-curricular units. For example, as the students are learning about wind turbines, they also get to design their own turbine in technology class, read a related novel in language arts class, and incorporate service learning with their religion teacher to support the topic. Students participate in a variety of hands-on learning labs such as owl pellet dissection to support learning about food chains/webs, and mineral identification labs to support physical science learning about rocks and minerals. Students also engage in experimental design through the inquiry process and are challenged to develop questions in order to design their own labs to support their learning and understanding of the scientific process.

In addition to our already established science curriculum, we offer hands-on learning with the implementation of raised garden beds to our backyard landscape. Second-grade science students spent the fall planting tulip bulbs and will maintain the beds throughout the year as it supports the life cycle of plant standards as well as the inquiry-based science approach.

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

Under the guidance of the Ohio New Learning Standards for Social Studies, instruction is delivered through whole group instruction, small group, and on an individual basis as needed. Teachers strive to keep students engaged by using a variety of teaching methods and offering many different learning opportunities within their classes. Both formal and informal assessments are used for students to show their understanding of the concepts taught. While teachers use more traditional methods for basic organizational skills such as note-taking or filling out maps, they also incorporate much technology having students prepare presentations using Google Slides or using Google Earth to locate things on a map, such as locating Ohio to cover 4th grade standards. Social studies teachers of all grade levels incorporate many writing opportunities and participate in classroom discussions revolving around being a good citizen in today's world. All students are expected to meet grade-level standards with an appropriate level of rigor that is infused throughout the curriculum of social studies for all students to further foster their educational experiences.

Our middle school social studies classes are accelerated into American History and students all take the end-of-course exam, which counts as their high school class credit. Seventh-grade students do a quick overview of early North American history, picking up around the American Revolution and following through all the way to the American Civil War. For eighth graders, students start where they left off in the previous year with the Civil War. From there, students work through the reconstruction of the Union, the World Wars, and finally the more recent events. Students use a variety of modalities to learn how American culture has changed and made us who we are today.

1e. For schools that serve grades 7-12:

Students in 7th and 8th grade are offered several leadership opportunities to participate in throughout the school year. In our "families" program, they act as the leaders presenting the lesson and activities to the other students many times throughout the course of the year. This teaches responsibility to our students as they are charged with being prepared for the lesson and all materials. Junior high students look forward to these meetings each month.

Another leadership opportunity for junior high students is participating in our Student Advisory Committee. This committee works closely with a group of teachers sharing feedback, researching, and organizing many whole school projects. Often, students are planning and organizing service projects with items that are donated to the local community.

We have many students that are on Individualized Education Plans and will receive a measurable goal for postsecondary training and education. Teachers administer a learning style inventory along with a career cluster inventory to explore two possible career options. This written goal also addresses the transition to high school and allows time for students to discuss course offerings.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students in grades kindergarten through eighth receive art education once a week with a focus on visual arts. This work is based on the elements of art versus other visual arts programs that focus on studying masters only. Students are assessed based on their effort, as well as their general understanding of the content and strategies taught for creating their best work. The instructor also focuses on teaching commonly taught projects with a new twist. An example of this is the landscape Polaroid pictures. Teaching landscape painting, but in a newer, more fun way helps keep the students interested by making the display look like a picture of a landscape was taken with a Polaroid camera, something many of our students have.

Kindergarten through eighth grade students receive music instruction based on the philosophy of the Orff Schulwerk process. The opportunity to create speech, movement, and music in an ordered framework with the guidance of trained teachers. Curriculum centers around vocal, movement, and instrumental opportunities using the National Music Standards. Instrumental opportunities include playing the recorder in fourth through sixth grade and learning guitar in seventh and eighth grade. Third graders perform a musical in December, and middle school students have the opportunity for optional performances in the Talent Show during Catholic Schools Week. Our music teacher also works cooperatively with the parish music director to offer our school children a choir experience to sing both at the weekend and regular school liturgies.

2b. Physical education/health/nutrition

Our physical education classes all have the common goal of creating a positive reaction to exercise and overall general health with the goal of having students view exercise as fun to continue a life-long journey of health and exercise. Physical education is paramount to the development of self-confidence, social skills, and an appreciation of God's gifts of life. Our goal is to provide a quality physical education program, introducing students to a variety of activities throughout the year that will encourage the enjoyment of physical activity. Curriculum centers around movement education, skill development, health-related fitness, and sports education. Students develop a level of physical activity and understanding of concepts that enhance and promote physical fitness and health. We strive to provide students with the skills, knowledge, and confidence that will enable them to become lifelong physically active people. Students are introduced to a wide variety of sports and activities including bowling, dance, ultimate frisbee, lacrosse, soccer, volleyball, basketball, and track. Students in grades K-3 participate in 80 minutes per week spread out amongst (4) 20 minute classes for kindergarten and (2) 40 minute classes for grades 1-3. Fourth grade students participate one day per week and grades 5-8 receive this class for 50 minutes once every six days.

2c. Foreign language(s), if offered (if not offered, leave blank)

Kindergarten through fourth grade students participate in Spanish for one 40 minute class per week while 5th through 8th graders participate 50 minutes every sixth day, emphasizing conversational use of the language. Different levels of vocabulary units are taught at each grade level. Instructional strategies include games, songs, and prayers to reinforce new vocabulary words and to make learning a foreign language fun. Middle school students learn grammar concepts. Students develop a more global perspective through the study of Spanish-speaking countries, cultures, and the location of these countries.

2d. Technology/library/media

Technology is woven throughout all curricular areas. Students in grades kindergarten through fourth participate in weekly technology courses for 40 minutes and students in grades fifth through eighth for 50 minutes every sixth day. Students in grades second through eighth participate in a one-one device program with plans for all students to have a device next school year. Technology standards are addressed through the use of various tools in the classroom through large group, small group instruction, and individual

approaches. Assessment is done through observation and project-based learning. The ability to obtain and use a variety of tools in the classroom is innovative and sets our program apart. We offer many STEM and educational technology opportunities to our students, including robotics, drones, 3D printing, coding and programming skills, the use of circuit boards to teach programming, and the use of sensors, motors, among others. Technology is interwoven throughout the day in all academic classes with the support of the technology teacher. We keep up to date with the current educational applications and provide younger students with an account to access these all in one place, whether at school or at home.

Our school library offers books, magazines, and reference materials for assigned study and recreational reading. Each student has scheduled time to visit the school library with access to check out books. Accelerated Reader is used as an incentive to promote student mastery of reading skills. The Star reading test is also used to help establish reading skill levels and goals.

2e. Any other interesting or innovative curriculum programs you would like to share

Our Catholic faith embodies who we are and our school's mission. Faith is infused in all the standards taught. While we acknowledge that parents will always be the first and most important teachers in a child's faith life, we rely on the anchor standards to ensure we are providing the knowledge of the faith, sacraments and liturgy, moral formation, prayer life, and both living in the community of the church and living as a Christian in Society. The Catholic identity of our school is ingrained in our daily activities and lessons. By being a Theology of the Body campus, we use St. John Paul II's teachings to answer the two fundamental questions of "Who am I?" and "How am I to live?" All teachers adapt theological language and concepts to the appropriate age and background knowledge of the students.

Every fifth grader completes the Drug Abuse Resistance Education (D.A.R.E.) program as part of the health and science curriculum. Through D.A.R.E., students develop important, conscientious, life-determining decision-making skills about smoking, alcohol, and taking drugs and are empowered to respect others and choose a life free of violence, substance abuse, and other dangerous behaviors. Students develop a relationship with the officer who then comes back and gives some high school readiness instruction to reinforce the skills learned in 5th grade.

3. Academic Supports

3a. Students performing below grade level:

St. Margaret of York uses the response-to-intervention approach to identify struggling learners early on and to ensure support is given to students so students do not fall further behind. Instruction is differentiated to meet the needs of students performing below grade level in regular classroom settings. Early in the school year, teachers give formative and summative assessments to determine which students are performing below grade-level expectations. Student concerns are addressed at bi-monthly Intervention Assistance Team meetings where a team of professionals including the classroom teacher, an intervention specialist, school counselor, assistant principal and/or the principal, and a speech-language pathologist will hear concerns and review interventions previously tried in the classroom. Based on this data, the team will determine what specific research-based interventions are needed and how data will be collected to ensure students are closing any learning gaps. Some examples of these Tier II interventions used are Orton-Gillingham multisensory reading approach, the Specialized Program Individualizing Reading Excellence (SPIRE) program, which is an intensive, structured and spiraling program designed to improve literacy skills, and Kilpatrick one-minute drills, which focuses on orthographic mapping. We also utilize Zones of Regulation for social emotional and self-regulation strategies within our tiered work and offer a variety of behavior support individually crafted by our behavior specialist through the Response to Intervention process. Follow-up meetings will determine if students have made adequate progress. If adequate progress is not made, students are moved to a Tier III intervention plan that is developed and delivered by our intervention staff and assessed using progress-monitoring tools. If assessment data determines that interventions through Tier III have not been effective in helping the student close the learning gap, and there is a suspicion the student may need specialized instruction to be successful in learning, then in consultation with the Assistant

Principal and/or Principal and the parent a Request for Evaluation is completed to initiate the process with the local public school district. Regardless of the outcome, we work with families to support all learners.

3b. Students performing above grade level:

All instruction at St. Margaret of York school is tailored to the specific needs of the learner. Consideration is given to the fact that children work at different speeds. Classroom teachers in grades kindergarten through four utilize data to create learning groups of different abilities that allows them to easily meet the needs of high performers. This sometimes takes place within one self-contained classroom, while some grade levels use a flexible grouping approach, utilizing one teacher to be assigned to meet the needs of the higher learners during specified time periods, such as reading and math. A project-based learning approach in many curricular areas is used to challenge the students academically and allow them to further their knowledge in specific learning areas being covered in the curriculum. To fully engage our rigorous curriculum in the upper grades, we offer a departmentalized approach with teachers who specialize in their respective subject areas. This middle school model uses a cross-curricular approach. Our middle school offers access to an advanced math program for students who meet criteria with testing and in-class performance, appreciate a challenge, and show a good work ethic. The same criteria apply for students to participate in the advanced science course, Biology, beginning eighth grade year. All students are offered an American History course as eighth graders that fulfills their credit requirement for high school. Students participating in these courses have the opportunity to take the end-of-course exam and this allows high schools to place students in the correct classes for freshman year and in some cases, test out of classes usually offered to freshmen.

3c. Students with disabilities:

St. Margaret of York is a provider for the Ohio Department of Education's Jon Peterson Scholarship Programs. Our Catholic school offers a continuum of services designed to meet the needs specified on a student's Individualized Education Plan (IEP). Students that qualify for special education services in grades kindergarten through 8th grade receive intervention, accommodations, modifications, and direct instruction in both the regular education classroom and resource room settings. We strive to provide the least restrictive environment for all special education students possible for meeting their needs. Intervention specialists, in collaboration with the regular education teachers, provide direct instruction as guided by a student's IEP goals. With a combination of the scholarship, tuition, and federal and state funds, we are able to provide intervention services, speech, and language therapy, occupational therapy, audiology, and physical therapy to those students who qualify. Classroom teachers, in collaboration with our intervention team, are instrumental in tailoring instruction to make sure we are meeting the needs of each student. The team works together to modify instruction or assessments to best meet learning needs. The team is collaborative, and thoughtful, and follows a purposeful process to determine the amount of exposure versus the amount of adjustment a curriculum needs to make sure we are closing learning gaps of students serviced through an IEP. For example, if a student in an upper grade has an identified learning disability in math, the intervention team meets and develops computer-based practice sessions that the student can work on independently during specific times in the student's schedule. This computer-based practice follows the same topic being taught in the grade level curriculum, but at a lower level and exposes the student to the grade level curriculum as well as previous grades in order to fill learning gaps. This is in addition to the services already being provided and has proven to be quite successful. Teachers do an excellent job offering multiple means of instruction, whether visual, verbal, or kinesthetic.

3d. English Language Learners:

While our school is open to all, we do not currently have any students that are English Language Learners.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

St. Margaret of York continues to provide a positive environment that motivates, engages and provides students with a climate to ensure success. The school's academic journey is rooted in the school-wide strategy of positive relationship building, where students and staff respect and appreciate one another. Specific examples include greeting students daily at the door, while welcoming each of them by name, classroom meetings that provide a structured environment and dialogue between students, and behavior specific praise. Teachers craft learning around student interests to further engagement in classroom context. Students are encouraged to present and share work regularly.

The building is a safe place for all, providing a secure learning environment. The teaching staff sets clear routines and procedures to begin each year. Relationship building is an essential part of creating a positive learning environment. During morning meetings or closing circles in the primary classrooms, students have many opportunities to build relationships with the time spent together in play and discussion. Consistency in daily routines set the stage for engagement in the classroom along with frequent discussion opportunities and hands-on activities. Students participate in small group instruction and have a variety of participation responses, including encouragement to present and share work regularly. All students are provided many opportunities for movement and games within the classroom to further understand the classroom content being learned.

Students are supported at school with a positive classroom culture, which allows them a comfortable space to learn and grow, while also holding students accountable and allowing for autonomy in the upper grades. Teachers strive to connect student learning to real-world situations. Students are encouraged to take risks in their learning, building resiliency to learn from mistakes. Each classroom offers many movement opportunities through a variety of flexible seating options. Space is provided within classrooms to promote self-regulation, including calming corners and self-check-in spots. This practice provides a sense of security, while relieving stress and anxiety. The school environment is an energized, dynamic place to be which sets all students up for success.

The emphasis on health and wellness is a necessary life skill for our students. All students receive at least one recess break during the day, providing them with the needed social time to be active and talk with friends. Several programs have been incorporated into the school day over the recent years including Sources of Strength, Circle of Grace, and Hope Squad.

2. Engaging Families and Community:

The school community is at the forefront of St. Margaret of York's success each day. This community support fosters a well-rounded education for our students, meeting the needs as a whole child. Our Parent Teacher Organization (PTO) is a group of parents who encourage volunteer opportunities, promote fundraising for the school, and host community events. They are a very active and supportive group that work tirelessly to successfully support the school. The PTO offers and organizes a robust after-school enrichment program for students. Offerings include a chess club, cooking club, art club, martial arts, Math Counts, Magnified Giving, self-care, safety programs, and many more.

Our parish is paramount to our community. The school is founded and supported by the parish. The parish offers a wide range of engagement opportunities to all parishioners and school families including spiritual development with several youth ministry clubs, a successful theater program, a robust sports program, a variety of scouts programming, and more. With the parish community and offering, we are able to successfully partner with parents to provide a well-rounded experience meeting the needs of the whole child to instill virtue, develop character, and encourage spiritual growth.

Family engagement is a successful highlight for the community. Family nights take several different tones, depending on the event. Family Night opportunities include family Bingo, movie nights, and themed events.

Fun and fellowship are extended to parents through parent socials, parent carline chats, and Coffee with the Principal. Informational sessions are also offered to parents regarding internet/social media safety and school security/safety. Opportunities for families to give back to other local urban schools are hosted making it easy for families to help those in need.

We are blessed to have several business partnerships that provide students with a variety of items such as t-shirts and donations to the school. Several local businesses sponsor our fundraiser, helping to guarantee a successful event. Continuing to build a positive relationship with our local community is an ongoing goal. We provide artwork to display at our local library, make cards for hospitals and nursing homes, and take up various collections for our local organizations to support those in need.

The alumni of St. Margaret of York are an integral part of our school community. We have many very involved graduates who serve as parents, teachers, and advisory board members. Recently, an alumnus built two raised garden beds for students to utilize during the year to help their learning come alive. We also have a well-loved loft in a kindergarten classroom which was built by an alumnus. Our school hosts teachers versus alumni volleyball game that is popular amongst parents and community members alike.

3. Creating Professional Culture:

St. Margaret of York is committed to creating an environment where teachers feel valued and supported. In our current daily operations, a great deal of time is spent on building relationships amongst the staff. This sets a strong culture for the school that ranges from administration, teachers, support staff, maintenance, and parish staff, all working together towards the common goal of supporting our mission. Ample time is given along with planned team building opportunities, which allow for further relationship building with an invigorated professional environment. Our entire staff, regardless of position, recently spent time doing a team scavenger hunt around town to build relationships and incorporate many new staff members into our group. Teaching teams are collaborative in their approach to planning. Creative thinking is encouraged with the safety to come up with new ways of doing things and not feeling pressure to do it “the way it’s always been done”. The staff is given time to fill out a survey at the beginning of the year with personal and professional goals they would like to be working towards so that the administration can check in with them and give them the support needed to fulfill these goals.

The professional development plan for all staff begins with a scheduled in-service day each month. While monthly sessions start with staff faith formation, each afternoon session is specially designed to address the needs of the staff and school. Recent topics of the sessions include school safety/security, building critical thinking skills in students, restorative practices, staff relationships including team building, goal setting, executive functioning, and zones of regulation. This monthly full-day approach to professional learning has been identified by staff as a key to their daily success and exceptional job satisfaction.

Our teachers are supported as life-long learners, who thrive to maintain best practices and meet the challenges in the world of education today. The PTO provides funding to each teacher to support a professional development opportunity of their interest or subject area. For example, additional funding avenues have allowed several staff members to participate in Orton Gillingham training.

The school is supported by investing in a strong instructional staff along with key personnel needed to support the whole child throughout their schooling experience. Recent additions to staff include a Mental Health Consultant as well as several paraprofessionals to support student learning. These positions along with the established positions of a Board Certified Behavior Analyst (BCBA), nurse, and school counselor address the social and emotional needs of staff and students.

4. School Leadership:

Under the leadership of the Pastor, the Principal assumes the responsibility for all administrative aspects of the school including the daily operations, funding, staffing, and performance.

The Principal and Assistant Principal have adopted a servant leadership style that focuses on supporting

others within the school community by utilizing a wide range of resources. This leadership model has resulted in engaged, collaborative teams with the common goal of student achievement and focus on the mission of the school. Trust and accountability are fundamental values for all. Members of the staff feel respected, included in decision making, and valued by their teams. Building strong relationships is foundational when building a robust staff. As a staff, time is focused on immersing our teaching teams, especially new teachers into the culture of excellence and collaboration. This time spent together is laser focused on student achievement for all, and the willingness to do whatever it takes, including providing mental health and learning support to students.

Student achievement is at the forefront of all decision making. Our goal is that all students are learning at a high level, while recognizing one size does not fit all. A majority of the school budget is personnel and there is a commitment to using these resources to support student achievement. Our staff includes educators and additional support staff, such as therapists, paraprofessionals, intervention specialists, a behavior coach, and school counselors, giving all students the ability to excel. Students are administered either Aimsweb or Star providing data for growth and progress monitoring as needed to drive instruction. St. Margaret of York has been identified as an Archdiocesan Aspiring Leaders Model School for student achievement.

The Principal and Assistant Principal focus on mentoring as a way to steward others. New teachers are matched with veteran teachers to support them through their first years of instruction in the State of Ohio. Formal classroom teacher observations are conducted once a year, while informal observations occur daily resulting in coaching and feedback. Fellow teacher observations are encouraged among staff to learn from one another about a skill that a teacher may exhibit and excel. Teacher collaboration is supported by ensuring teachers have daily common plan time. Professional development is encouraged and supported, according to teachers' goals. Teachers are provided with several funding avenues to continue on their path of life-long learning.

The leadership team consults with two advisory committees consisting of key stakeholders. The Education Commission represents members from the community as a whole. The Principal Advisory consists of teachers across all grade levels. These advisory committees meet to discuss topics relating to the school. Topics may include strategic planning, policy, curriculum, school safety, staff needs, family engagement, marketing, and community concerns.

5. Culturally Responsive Teaching and Learning:

Cultural awareness and sensitivity is essential in today's learning environment. St. Margaret of York addresses the needs of the community in a variety of ways. The staff participates in professional development regarding diversity and inclusion. An important component of this support is a conversation with one another. This opportunity allows teachers and staff to share ideas, plans, and experiences of cultural awareness in their classrooms.

St. Margaret of York is an Edchoice scholarship program participant that grants students from under-performing public schools the opportunity to receive a Catholic education. We also accept Edchoice Expansion Scholarships, which provide low-income students with scholarship opportunities to attend our school. These scholarships cover tuition for students, offering a wide variety of diverse populations, including those residing in foster homes, placed with a legal custodian or those in kinship care. This provides families an opportunity they may not have had otherwise to send their children to a school for quality education focused on excellence.

Teachers recognize that everyone has a unique story. We strive to ensure each classroom is a safe place for children and families. Family dynamics and a student's cultural background are always taken into consideration when discerning the approach to certain situations. As each school year begins, teachers begin to build relationships and trust with parents through "getting to know you" surveys and communication. They strive to get to know their students as individuals to learn their needs, differences, strengths, and weaknesses. Diversifying learning materials allows classrooms to introduce different cultures, raising awareness through a wide variety of literature pieces, novels, art, and scientists. Examples would include saints from various cultures, recognizing holidays around the world, integrating diverse characters in short

stories and novels, and certain cultural months of awareness.

In the classroom, we teach how to show respect to each other through social-emotional learning lessons and practicing what respect looks like in many different aspects of our lives. Our restorative practices for positive classroom management lend itself to a conversation of respect, inclusivity, and empathy. Respect is taught and modeled by teachers each day. Students develop compassion and an understanding of each other's differences. We are able to discuss how God has created us each uniquely and individually. By celebrating this, we are able to highlight each child's strengths and gifts that they bring to the classroom community.

Our Catholic faith tells us that we are all made in the image and likeness of God. Therefore, our differences are to be celebrated.

PART VI - STRATEGY FOR EXCELLENCE

The adoption of restorative practices within the school environment is identified as the most influential in the school's success. Research shows that the link between the social and emotional climate of the school shapes the academic success of students. When students and staff are provided the means and environment to be successful and are supported in their efforts, they are able to meet high, consistent expectations. By focusing on the appropriate and needed staff additions, we have been able to implement this practice.

We have worked hard to build positive relationships, which have been fundamental in building a strong, successful school. Encouraging students and teachers to concentrate on building relationships within their classrooms has established trust, allowing change and growth. This practice took time, patience, and focus of all staff members to strengthen the personal relationships within the school. There is a general attitude of support, love, and respect for one another. Students feel seen and appreciated for who they are and who they aspire to be. Once norms and expectations are set in classrooms by students and teachers to build a caring, inclusive environment, everyone is ready for the expectation of excellence. There is a sense of connectedness in a place where students feel loved and safe. The classrooms are a trusted environment for students to work, allowing for a place for students to question, take risks, fail, and try again.

Students are self-aware working towards self-efficacy and have the ability to self-correct, if necessary. They may use a fidget or move to a flexible seating option within the classroom. This does not interrupt their learning or interfere with instruction. These options help with impulse control, stress management, and provide a needed break while holding them accountable for their learning.

Developing strong personal relationships help students recognize and appreciate the talents and gifts of others. Students often are empathetic towards one another when challenges arise. Their sensitive response is one of concern and care towards a classmate, helping to build a genuine bond in the classroom. Problematic behaviors are looked at closely by partnering with parents to identify the root of the problem, as opposed to a punitive approach when possible. In the case of conflict or concern, students are held accountable and focused on repairing the harm.

We believe the adoption of these behaviors has set the stage for the school's success. The emphasis on the overall health and wellness of each learner in our school community has provided the necessary foundation for high achievement. Our students will take these skills with them as they continue their education in the years to come.

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? \$5831
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1112
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 7%

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 (2021-2022)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)