

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 Ms. Jayda Pugliese
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Mary Interparochial School
(As it should appear in the official records)

School Mailing Address 5th and Locust Streets
(If address is P.O. Box, also include street address.)

City Philadelphia State PA Zip Code+4 (9 digits total) 19106-3726

County Philadelphia

Telephone (215) 923-7522 Fax _____

Web site/URL <https://www.saintmarys.us/> E-mail schooloffice@saintmarys.us

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* Mr. Andrew McLaughlin Ed.D. E-mail amclaughlin@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3500

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 Mr. Michael Detweiler
(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	30
1	31
2	31
3	31
4	31
5	29
6	26
7	26
8	25
9	0
10	0
11	0
12 or higher	0
Total Students	260

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 14 % Black or African American
 - 5 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 65 % White
 - 11 % 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: 3%

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, 2021 until the end of the 2021-2022 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2021	244
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

0

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

0 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 40

8. Students receiving special education services with an IEP: 10 %
Total number of students served 26

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>2</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>4</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</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. 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: 4

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.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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	96%	95%	90%	94%	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. 2016

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

St. Mary Interparochial School challenges its diverse student body to grow morally, academically, and socially into passionate, confident, and Christ-centered leaders of the 21st century.

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

<https://saintmarys.us/about>

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

Students at St. Mary Interparochial School are challenged each day to grow morally, academically, and socially into passionate, confident, Christ-centered leaders of the 21st Century. Dedicated parents, administrators, members of the Board of Limited Jurisdiction, faculty and staff nurture students' passion for intellectual rigor, creativity in the arts, compassionate community service, and spirited athletic competition. St. Mary Interparochial students are well-supported by involved parents who hold their children to high expectations. The school's graduates are confident young people who possess the compassion, vision, and inner strength to make significant, enduring contributions to the world around them.

The rich academic and historic heritage of St. Mary Interparochial dates to the early days of Philadelphia and the country. Founded as St. Mary's School in 1782 by the Jesuit fathers of Old St. Joseph Church, St. Mary Interparochial is known as "the mother school" of parochial education and is credited with influencing Catholic educational practices throughout the United States.

Today, the economic, racial, religious and social diversity of St. Mary Interparochial is reflected in 260 students from 27 zip codes and 32 parishes from the Archdiocese of Philadelphia and the Dioceses of Camden and Trenton in New Jersey. Approximately 20% of students are not Roman Catholic but are drawn to the school's rigorous academic program, core values, and strong sense of community. More than \$260,000 in financial aid is awarded each year, funded largely by the Children's Scholarship Fund, Business Leaders Organized for Catholic Schools (BLOCS), the Foundation for Catholic Education, and the annual giving campaign.

In addition to quality instruction and academics, St. Mary's promotes several unique and distinct learning opportunities for its student body. The school's STREAM program (Science, Technology, Religion, Engineering, Art, Math) implements learning modalities that significantly expand problem-solving, critical thinking, and collaborative learning skills among students through project-based design thinking, and empathetic learning approaches so that students are better prepared with Christ-centered values. Other programs include Entrepreneurship, Servant Leadership, and Mindfulness, and the morning check-in with homeroom teachers. These programs support families seeking a robust education for their children in a Catholic school setting.

Using a creative approach to teaching, and integrating the latest technology, the faculty of St. Mary Interparochial promotes the growth of higher level and critical thinking skills, as well as the application of a growth mindset, peer collaboration and a passion for inquiry. A cross-curricular approach enlivens the study of religion, math, language arts, social studies, science, Spanish, music, art and physical education. The school follows the National and State Core State Standards and the curriculum guidelines of the Archdiocese of Philadelphia.

St. Mary Interparochial School is fully accredited by the Middle States Association and is consistently ranked in the highest quartile for standardized testing.

Students of St. Mary Interparochial are sought out by some of the area's most selective high schools, with the Class of 2022 awarded more than \$1,086,000 in scholarships. Upon entry into high school, many St. Mary Interparochial graduates are placed into honors or advanced science, math, English, and foreign language courses.

Learning at St. Mary Interparochial is not confined to the classroom. The school's culturally rich historical neighborhood and its resources are fully integrated into the curriculum, community service projects and athletic programs. Educational and community partner programs are offered to all students: Kindergarten: Butterfly Hatching; Grade 1: Egg Hatching and Baby Chick Science Lab (Quiver Farms); Grade 2: BioEyes Zebra Fish Life Cycle Biology Lab (University of PA); Grade 3: Mock Trial (Rendell Center for Civics and Civic Engagement); Grade 4: Urban Farming Program (Greener Partners); Grade 5: Ballroom Dancing (Dancing Classrooms Philly); Grade 6: Model UN (World Affairs Council) and visit to UN in NYC; Grade 7: Artist in Residence Program, BioEyes Zebra Fish Genetics and Temperature Lab (University of PA) and

the Unsung Hero Project, sponsored by the Lowell Milken Center, and led by the principal; Grade 8: Yearlong Servant Leadership Entrepreneurship (901 Education), sponsored by the Ambassador's Fund for Catholic Education, and a 5 day Leadership Course (Philadelphia Outward Bound), sponsored by the Connelly Foundation.

Through these opportunities, students become more aware of the wide world around them and also are encouraged to find their passion through these programs made available to them through the cultural and scientific communities within the school's historic Old City neighborhood. St. Mary Interparochial School continues to seek influential educational partners whose programs align with the school's current educational strategic goals.

St. Mary Interparochial School was awarded the prestigious Blue Ribbon in 2016. Receiving this award has provided the school with opportunities to imagine new curricula, for example, STREAM in all grades, and the Servant Leadership Entrepreneurship Program in grade 8. These programs have fostered the development of the students' problem-solving, critical-thinking, and collaborative learning skills through a strong faith-based lens. The Blue Ribbon has not only increased enrollment, but it has also solidified programs that are relevant to the school's ability to prepare students for their future educational endeavors and to provide cutting-edge professional development for faculty.

The previously awarded Blue Ribbon has increased awareness of the school's strong academic program, which has, in part, resulted in increased financial support and much greater investment from the local community. This recognition and support propel the school to continue to seek and implement the highest standard of excellence among students and faculty.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The English Language Arts Curriculum (ELA) reflects the Core Standards of the National Council of Teachers of English and the Pennsylvania Core Standards. In Grades K-2, the Superkids Reading Program (Zaner-Bloser) is used. Vocabulary Workshop (Sadlier) and the Journeys Reading Program (Houghton Mifflin Harcourt) are used in Grades 3-8. Fiction and nonfiction books/novels are also used with students in every grade level.

The ELA program provides a strong foundation in the skills and process of literacy. In accordance with current research, the program provides both an authentic context and immersion in the spoken and written word for the development of reading and language skills. Each student is individually supported to become a successful communicator, to read comprehensively, write effectively, speak meaningfully and listen critically, reflecting the mandates of the CCSS.

ELA includes instruction in reading, writing, vocabulary, phonics, spelling, grammar, cursive handwriting, and library/reference skills. Students are exposed to a wide range of fiction and non-fiction texts through curriculum and novels. Integration of language skills across the curriculum is observable across the curriculum as text complexity increases in other subject area texts.

Teachers use many strategies to increase student engagement and learning in an ELA class. Pair reading is done between a proficient reader (teacher, classroom aide, other student) and a struggling reader to provide additional practice and increase comprehension. Preparing a graphic organizer when writing is highly effective and useful during the drafting process. Having students read work aloud to a partner as part of the editing process is beneficial as it allows students to hear what they have written as opposed to seeing it on paper. These strategies are most helpful before the final draft of a writing piece is submitted for grading.

Differentiating instruction by either reteaching or challenging students is offered in lessons as well. Flexible groups are initiated as teachers see a need for further small group instruction and the makeup of groups will differ according to subject matter and overall comprehension of the topic. Formative assessments are used to monitor student learning during the lesson, while summative assessments evaluate student learning after the lesson has been taught. Weekly tests and unit benchmarks from the publisher are available.

As they move through the grades, students are expected to use a variety of digital resources for responding to literature and for daily writing. Using technology allows students to expand their communication skills as they must think critically, write effectively, and finally, translate their thoughts and ideas to succinct and accurate communication.

Students have many opportunities to develop their public speaking skills in each grade and subject area in formal and informal ways. From defending their math problem at the whiteboard, to reciting a poem to their parents, to preparing a speech to be delivered at a Model United Nations competition, children master this level of communication. In addition, students are challenged to master communications skills through design thinking and project-based learning processes.

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

The Elementary Mathematics Curriculum reflects the Pennsylvania Core Standards, the International Society for Technology in Education (ISTE) Standards, as well as the recommendations of the National Council for Teachers of Mathematics. The Sadlier Math curriculum is used in Grades K-8.

Emphasis is given to the mathematical practices of problem-solving, mathematical reasoning, precision, constructing viable arguments and critiquing the reasoning of others, modeling, using appropriate tools

strategically, and looking for and making use of structure.

The Mathematics Curriculum is divided into ten levels of instruction beginning with Kindergarten and extending to an Algebra I Curriculum. Apart from Honors Math students, students are heterogeneously grouped for mathematics instruction. St. Mary Interparochial hosts an Honors Math program for children in Grades 4 through 8. This program is administered by the Archdiocese of Philadelphia.

The curriculum develops mathematically confident students who think, reason and solve problems in practical, real-world situations. Across all grades, students are expected to justify and communicate their calculations both orally and in writing. Students use digital devices to create diagrams for graphing and for using models for the validation of mathematical responses. Computational fluency and accuracy are reinforced through a “math maintenance period” at the start of each day’s lesson in the form of both digital and person-to-person check-ins.

Teachers use the following tools to gather data about student progress and tailor learning to the needs of the students: Google Forms, Quizziz, Kahoot!, Edpuzzle, Quizlet, Mathigon, and Desmos, in addition to traditional pencil and paper activities. Small group instruction is frequently employed in heterogeneous classes to bolster whole group instruction.

In order to meet individual learning needs, whether remediation or enrichment, teachers use online programs, formative assessments, quizzes and group projects. Another strategy that teachers use is the flipped classroom where students preview the concept through video or text assignments. Class time is then reserved for student questions and practice of skills with the teacher. Formal assessments are scheduled after a skill has been mastered. The Archdiocese of Philadelphia provides a comprehensive end-of-level assessment based on the curriculum.

St. Mary Interparochial has begun a school-wide enrichment and diagnostic program called Sumdog. It is game-based learning that adapts to the mathematical levels of the students to help challenge and remediate skills in fun game-based activities.

The Honors Math Program begins in 4th grade. Students are selected based on Terra Nova scores (CSI>125, reading composite >85%, math composite >90%) and faculty recommendations. Students must maintain their scores and achieve a trimester math grade of at least 90 to remain in the program. Smaller classes are taught by the Math Specialist, creating year-to-year continuity and allowing for extended project-based learning, rigorously paced instruction, and increased integration of STREAM learning in the math classroom. Students in the regular classroom also benefit from smaller class sizes and more support.

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

Science instruction is based on the Next Generation Science Standards as designated by the Archdiocese of Philadelphia. Students in all grades use the Science Fusion series published by Houghton Mifflin. Students explore the four domains of science: physical science, life science, earth and space science, and engineering design. Each topic is developed more thoroughly through the grades. Teachers use differentiated instruction in each grade level including experiments where students are grouped to allow for learning differences. Both formative assessments including lab reports, other group work and quizzes and summative assessments, including chapter and unit tests and oral reports are used to evaluate student comprehension and growth.

The study of science is ungraded in grades K - 3. In these grades, earth, life and physical sciences and engineering design are taught in very general terms. Fourth grade students begin learning about the scientific method and applying their knowledge in a lab setting each week. They cycle through the various science categories from chemistry to botany throughout the year. The emphasis at this level is on instruction and practice in asking a scientific question, identifying and researching key concepts, making predictions and recording observations in measurable terms. The objective is to prepare students for participation in the annual science fair the following year in fifth grade. At that level, they will work on individual long-term projects through all steps of the scientific method and present their work to the school community at the end of the year. They have the option of improving upon and submitting their projects to the city-wide George

Washington Carver Science Fair and regional competitions in both fifth and sixth grade. Students in grades 7 and 8 continue the cycle of science education with the study of life science and, ultimately, the study of physical science.

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

St. Mary Interparochial School follows the Archdiocesan Curriculum Standards, C3 Standards developed by the National Council of Teachers of Social Studies and the PA Aligned Standards System. The Social Studies curriculum encourages students in all grades to become global citizens who uphold democratic principles and serve their community, the nation, and the world. In Kindergarten, students learn about the most basic communities that surround them, the family and their school community. First graders learn about their relationships within their families. Second grade Social Studies focuses on neighborhoods. Third grade teaches where we live: urban, suburban or rural communities. In fourth grade, Social Studies becomes a graded subject, and the students study the history, geography, government and culture of Pennsylvania. The year's study culminates in an annual trip to the state capital. Fifth grade students study the history, geography, culture and politics of the Western Hemisphere, while sixth graders study these same topics and the evolution of cultures within civilizations of the Eastern Hemisphere. Seventh and eighth grade students study the birth, development, history and culture of the United States from its founding to 1960.

Formative, project and performance-based assessments support a structure for students with various learning strengths and provide opportunities for differentiated instruction. In addition to engaging and challenging coursework focused on research and writing, the study of specific concepts and historical periods is incorporated throughout other disciplines, including music, art, math, science, ELA, and technology.

To address differences in learning styles, text learning is supplemented by the vast resources available outside the classroom doors. Located in the heart of Independence National Park in historic Old City Philadelphia, St. Mary Interparochial School takes full advantage of the rich cultural heritage of its surrounding neighborhood, including field trips and learning excursions to museums, parks, historic buildings and other local landmarks.

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

The seventh and eighth grade curriculum supports college and career readiness in numerous ways. Educators work collaboratively to foster higher-level thinking skills and prepare students to be active citizens in a diverse world outside of their own classroom. A common planning period each week allows for integration of cross curricular delivery of instruction. This is further enhanced by taking advantage of the rich, unique, and historical location of the school.

Through the rigorous Honors Math program, students have the opportunity to test out of Algebra I in their freshman year of high school. Honors Math challenges students to incorporate math skills into real-world situations. For example, seventh grade students consult with administration about potential areas of improvement from the students' perspective. Students create and administer surveys, analyze data, and formally report findings to administration. Student findings have influenced areas such as lunch selections, STREAM curriculum and afterschool programming. Students realize firsthand that research can affect change. Additionally, students have been able to test out of a first-year high school Spanish course. The Spanish program teaches the 5C categories of foreign language: communication, culture, connection, comparison, and communities.

Through the eighth grade Ambassador Program, students engage with members of the community by giving tours of the school and engaging in public speaking with visitors and guests.

The Entrepreneurship Program allows eighth grade students to cultivate real-world skills to implement solutions for local community partners. Within this program, students incorporate the Design Thinking Process through empathy, ideation, prototype creation and testing, feedback evaluation, and prototype refinement. Students collaborate with each other, program facilitators, and community partners to develop and implement ideas beneficial to the community at large. This program allows for the integration of the UN

Seventh grade students have the opportunity to engage in cross-curricular, collaborative learning through the Unsung Heroes Project, a special program through the Lowell Milken Center. Students conduct research on an individual and create a website or documentary about the individual's life with short term and long term impacts on their respective communities. This project further builds students' speaking, listening, and writing, interpersonal, and empathetic skills.

Both seventh and eighth grade students participate in community service in conjunction with the Philadelphia Police Department through the annual Build-a-Bear Service Project, along with the National Junior Honor Society, conducting various drives for those in need throughout the school year. These service projects and drives create compassion and empathy that the students carry with them long after graduation.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Weekly art classes provide all students in Kindergarten through eighth grade the opportunity to study history and techniques and to experiment with painting, sculpture, poetry and other media. Art education is also used to enhance other curriculum areas. For example, students see firsthand the role of math and science in art through lessons in wood turning at the Center for Art in Wood. The school building itself is adorned with student-crafted works of art that have been created through the years under the guidance of professional artists who work with students on trimester-long projects. The students perform in professionally directed plays and musicals as a culminating activity in the late spring each year.

2b. Physical education/health/nutrition

All students in Kindergarten through eighth grade participate in weekly Physical Education classes to build basic skills and enhance strength, flexibility and endurance through developmentally appropriate activities. The Archdiocesan Health and Wellness Policy provides examples of good nutrition policy and the importance of physical activity for students. St. Mary Interparochial has partnered with Greener Partners, a local non-profit, whose mission is to combine food access with fun healthy food and farming education, community building, and leadership development. In addition, students in all grades have organized team sports, coached by parents and/or other volunteers. Students may choose to participate in CYO sports or after-school programs. Sports include cross country, track and field, basketball, volleyball, soccer, baseball and softball.

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

St. Mary Interparochial follows the program's foreign language requirements. Seventh and eighth grade students receive 110 minutes of Spanish instruction each week throughout the year as part of the regular school day. The challenging curriculum in these grades is designed to prepare students for advanced or honors classes in high school. Mastery of grammar and vocabulary is demonstrated through projects, essays and presentations. Cultural experiences, such as Day of the Dead activities, bring together art, music and other disciplines.

In accordance with the Guidelines of the Archdiocese of Philadelphia, younger students in Kindergarten through sixth grade receive Spanish instruction once per week throughout the entire school year. Students learn using the Total Physical Response method, in which vocabulary, grammar and culture are learned by singing, acting, and interactive games.

Kindergarten students are learning to sign using American Sign Language as their Kindergarten teacher is fluent in ASL.

2d. Technology/library/media

The school library, staffed by a full time professional librarian, is an open, inviting space designed for individual, small group and full class instruction during the school day as well as after school hours. The librarian functions as a resource manager, instructional partner and program facilitator. The librarian supports the curriculum, provides research support, and fosters literacy development. Students working on independent projects such as National History Day and the Future City engineering program may come to the library during after school hours for individual assistance. The librarian also works closely with the STREAM teacher to provide educational technology resources to students, staff and teachers, including for remote teaching and learning. The library collection is developed in alignment with state standards and includes both classic and contemporary print and digital resources.

The school is equipped with Chromebooks in grades 3-8; iPads in grades K-4; touch screen Chromebooks in grades 3 and 4; 2 iPad carts for the use of grades 5-8; 4 3D printers; 1 laser engraver; 2 silhouette makers; 3 STREAM carts.

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

Middle School Entrepreneurial Service Leadership Program is rooted in service learning. Students apply critical thinking and collaborative learning skills focused on service leadership using the design thinking model.

Model United Nations program, in partnership with the World Affairs Council, is a program that assigns the students in teams to represent countries from around the world, research those countries, and then understand a global issue from their country's perspective. The resolutions are presented at a final conference on Temple University's campus along with representatives from other elementary schools and high schools in the Philadelphia area.

Students in grades K-8 receive music instruction once a week. They learn about music in various ways, including history, theory, culture, vocabulary, and general knowledge of music. During music class, the students are prepared for their individual class Masses, Las Posadas, and May Procession. Students also receive hands-on playing opportunities in class, involving a variety of musical instruments, singing, exploring musical styles, and small music research projects. In addition, the interested music student can become involved in private or group lessons.

The St. Mary choir offers an opportunity to organize students to perform in a group setting at school functions and for the community at large. Most recently, the choir performed at a number of Christmas concerts and were finalists in a city-wide radio competition for best middle-school choir.

3. Academic Supports

3a. Students performing below grade level:

Students who are performing below grade level participate in full class instruction that teachers differentiate for all learning groups. At designated times, children are called to flexible groups to work with the teacher who will either re-teach the lesson or will reinforce through practice whatever key sections of the lesson were missed or misunderstood.

This flexible grouping allows teachers to group and regroup students according to specific goals, activities and needs. Teachers closely monitor student progress and mastery and use assessment data to drive, differentiate and improve instruction to all students at all levels.

Outside agencies, such as, Catapult, CORA, and the Philadelphia School District, provide supplemental

support to help meet the diverse and individual needs of students and to achieve instructional goals. A certified Reading Specialist, provided by Title I, offers daily small group instruction. Math and reading skills instructors and a speech and language therapist, all provided by CORA, meet with students one day a week.

At times, at a teacher's request, math and reading support teachers will work in the classroom during instruction to facilitate immediate and better understanding. School personnel are available to read assessments to identified students in small groups as needed.

Parents are always advised of, and must approve of, these interventions for their children. If, after several months, the child is still struggling, parents will be asked to approve certain testing to determine if the child has a specific learning disability. CORA services will provide a psychologist to perform the assessment and relate the findings to parents, teacher, and principal.

At that point, an educational plan is created for the child with stated expectations for all involved: child, parents, school personnel.

3b. Students performing above grade level:

St. Mary Interparochial has an Honors Math program for students in grades 4-8. These students have exceeded grade level expectations and through Terra Nova testing have been designated as program participants.

St. Mary Interparochial is a member of the National Junior Honor Society. Membership in the Honor Society is based on students' scholarship, service, leadership, character, and citizenship. Annually, new members are inducted into this prestigious organization, which is open to students in grades 6-8.

3c. Students with disabilities:

Once students are identified with a disability, via school-based evaluation, and/or outside of school evaluation by an evaluator provided through the Philadelphia School District, the Instructional Support Team will gather to discuss the results of testing. At that time, a confidential file is created which holds the student's report, the signed parental agreement, accommodations and modifications responsibility report and checklist, and standardized testing accommodations' request form. Teachers and staff who interact with the student academically review the file in order to accommodate the student's learning needs. The services of a speech therapist, provided through CORA, are available weekly at school.

3d. English Language Learners:

Currently, there are no ELL students at St. Mary Interparochial School.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

From morning prayers to begin the day to the final bus call to end the day, students are surrounded by a caring and accepting community at St. Mary Interparochial. The day begins with the principal and eighth grade students leading prayers over the public announcement system. The school's mission statement is recited, prayers are said, birthdays are celebrated, all are wished a good day. In that spirit of openness to the day ahead, students set out on their one mission for the day: to have their best day yet regarding social interactions and their academic goals. Classrooms are beautifully decorated and student work is displayed and continually updated on the hall walls.

Teachers present engaging and effective lessons while support staff is willing to work with students both individually and in small groups to reinforce lessons or to encourage student participation throughout the grades.

As the school's strategic plan is created every five years, students are actively involved in focus groups and the creation of the strategic plan that will guide the school's community for the upcoming five-year period.

2. Engaging Families and Community:

St. Mary Interparochial is a warm and inviting environment where students are nurtured and loved. The community, including parents, guardians, friends, and neighbors, is the heart of the school and enhances students' educational, cultural and spiritual experiences.

The administration has an open-door policy regarding parents and students. Parents are most welcome and are encouraged to visit their child's classroom to observe how and what their child is learning and to increase their comfort and familiarity with teachers, classroom routines and practices. Parents and guardians are full partners and participants in their child(ren)'s education as they inspire and support positive attitudes toward the learning process.

The St. Mary Interparochial Home and School Association mission is to assist in educating parents about school programs and events and to foster the participation of families in the St. Mary school community. The Home and School members come together as one group, one voice, one school to benefit the students. The Home and School Board plans family fun activities and events that build community engagement and offer unique opportunities for fundraising.

Members of the National Junior Honor Society work together to organize and engage the student body in at least one school-wide community service project each trimester. The Honor Society organizes a December winter clothing drive and supports a "SOUPER BOWL" canned soup collection each January to support local food pantries. Annual projects include the preparation of cards and care packages for guests at the Veterans' Administration Hospital, and an Alex's Lemonade Stand.

In addition, the school hosts several high-profile, signature events in the fall and spring, to strengthen community engagement and build school awareness while raising essential funds for programming. The Harvest Hoedown is held every fall as a homecoming festival for past, current and prospective families raising funds for STREAM programming. In the spring, students participate in an annual Walkathon, which has a dedicated theme and curriculum that taps into the wealth of history that surrounds the school and provides an opportunity to raise funds for art, music, and language programs.

3. Creating Professional Culture:

The school's appreciation of, and commitment to its teachers is reflected in the quality and quantity of resources, state of the art materials and professional development time they receive, as well as the autonomy each teacher is given to innovate and thrive. Teachers are empowered to collaborate with one another and to

incorporate current best practices into their classrooms.

Excellent teachers form the foundation of St. Mary Interparochial and maintaining teachers' skills and knowledge is the administration's highest priority. Teachers at St. Mary Interparochial are innovators, always seeking new methods, approaches and ideas. They employ research-based strategies that deliver a standards-based curriculum to improve student achievement. St. Mary Interparochial is an innovation hub and the school's teachers have trained other local educators sharing best practices. Funding is available and teachers are empowered to plan their own professional development. Professional development is, therefore, relevant and timely, reflecting individual areas of interest and addressing individual needs and goals. To encourage teachers to pursue further education, St. Mary Interparochial will reimburse them up to \$3000 a year in tuition fees.

In recent years, one teacher has become ISTE certified. This certification focuses on pedagogy, and on accelerating innovation in education through the smart use of technology in education. In addition, teachers have received more than 10 Technology Influencer Awards from the AOP (Archdiocese of Philadelphia) Tech department for use of technology to change educational practice. All faculty and staff members will be attending the ISTE conference in June 2023.

Teachers take advantage of the school's proximity to Philadelphia's cultural and civic organizations by regularly attending programs offered by the National Constitution Center, the National Park Service and by the Historic Society of Pennsylvania.

4. School Leadership:

St. Mary Interparochial is led by a principal who articulates the vision for the school and promotes and develops an active community of faith and an academically challenging environment. Students are at the heart of every decision the principal makes as she creates a healthy, safe and nurturing atmosphere and advocates to maximize each child's opportunity for success. The principal possesses the positive energy, patience, good humor, resilience, and determination to reach for and attain increasingly higher goals for students and faculty.

Through conversations with students, parents, guardians and teachers, the principal builds a team that surrounds and supports each student so that he or she can succeed. The principal has sustained a climate of trust and respect where teachers can teach and students can learn. This engagement provides encouragement, ensures that everyone is working to their fullest potential and provides an ongoing opportunity to obtain valuable information about students and instructional programs that will promote improved teaching and increased student achievement. The principal has brought honor to the school through her accomplishments.

The Executive Director of Advancement and Strategic Initiatives oversees the development, admissions, marketing, communications and strategic planning initiatives for St. Mary Interparochial School. Through well-planned campaigns, the executive director raises sizable funds to close the tuition gap for students and helps provide resources to continually improve school programming. Working closely with the principal, the executive director helps to implement innovative ways to improve the school culture among the students, educators and staff. The executive director develops and implements best practices for admission, which ensures maximum capacity enrollment and a fiscally healthy school.

In addition, the executive director provides key administrative support to the Board of Limited Jurisdiction specifically through the coordination of the school's five year strategic plan, consisting of six strategic goals. The executive director manages the process needed to create the strategic plan from surveys, focus groups, task forces, composing the strategic goals and actions steps and identifying and securing committee members to work on each goal.

Unlike most schools in the Archdiocese of Philadelphia, St. Mary Interparochial is independent of a parish and pastor. The school's Board of Limited Jurisdiction is comprised of educators from other institutions, as well as professionals from the fields of law, finance, and non-profit administration. The Board provides

advisory services to the Administration regarding the strategic plan, financial planning and sustainability, marketing, communications, and fundraising.

5. Culturally Responsive Teaching and Learning:

St. Mary Interparochial's mission statement is the basis of culturally responsive teaching and learning. The mission statement challenges all students and staff spiritually, academically, and socially to become leaders. With the Memorandum of Understanding from the Archdiocese, the expectation is that all staff and students respect the diversity of the school community. An awareness of the many cultures that have found a place to thrive at St. Mary Interparochial is not lost on the school community and there are many opportunities throughout the school year to exhibit the school's understanding of diversity and inclusion.

The patroness of the school, Our Lady of Guadalupe, the patroness of the Americas, is an example of the inclusivity of the school community. In November, the Day of the Dead is a long-standing tradition with students bringing pictures of deceased loved ones to school. The pictures are set up at a special table where all can view these photos of beloved family members. The eighth grade students present Las Posadas each year as a culmination of their Spanish lessons through the years. This all-Spanish depiction of the Birth of Jesus, in word and song, is a profound witness to the many cultures that are present at the school.

Social Studies, Literature, Spanish and Religion classes provide opportunities to teach and model culturally responsive learning. Teachers include multiple perspectives in their instruction and make sure that they contextualize issues with race, class, ethnicity and gender.

High expectations are held for all students, and by prioritizing students' intellectual growth, teachers create a culture of excellence for all students. Testing of students includes multiple-choice tests, essays, projects, performance assessments, and standardized tests.

School leadership recognizes and supports the essential role of the library in a school that serves a diverse population. The print and digital collection is available to students and teachers for both curriculum support and recreational reading, and features authors from different cultural perspectives. Spanish/English bilingual picture books are included. Library instruction is structured around monthly themes that emphasize our heritage and the role of storytelling in understanding world cultures.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been most instrumental in St. Mary Interparochial School's success in recent years has been the creation of a strategic plan. The latest and third strategic plan, created in 2020, ensures that the school will continue to provide an exemplary faith-based Catholic education to its students. The strategic plan was created after surveys, focus groups, and task forces were held for staff, parents, students, benefactors, board members, and alumni. Goals and action steps were developed from the recommendations of each task force and from that the plan was created to sustain the school's Catholic identity, academic excellence, strong financial management, solid governance, and forward-thinking advancement goals, while addressing the needs of the physical plant.

St. Mary Interparochial School is currently working to achieve the six goals that encompass the strategic plan. The goal of the Catholic Identity plan is to create an expansive faith formation program that will engage all members of the school community and empower students to live out their Baptismal promises and to serve one another. The Academic goal includes implementing an engaging, innovative, and rigorous curriculum that inspires faculty, staff and students to attain exemplary outcomes that reflect global demands for the 21st Century. The Finance goal includes mitigating income risk by increasing revenue through alternate forms of revenue generation which will make financial aid more accessible for school families. The Governance goal includes the creation of structures and ongoing processes to ensure that the St. Mary Board of Limited Jurisdiction operates as a high-performing governance Board. The Advancement goal strives to fully develop the Advancement office and implement a comprehensive advancement plan, identify resources and plan for a capital campaign. The Building and Grounds goal includes addressing the needs of the school's physical plant such that it can support the school's outstanding educational program.

St. Mary Interparochial is situated to demonstrate excellence in the education and development of well-rounded students who are ready to take the next step toward college and career. Partnerships have been developed that have created new programs for students as well as faculty and staff. Consistent strategic planning and evaluation allow students to successfully express creativity, curiosity, critical thinking skills, collaboration skills, and connection between content and application. Terra Nova data reflects intentional strategic planning with the needs of students as its prime focal point. Effective educators implement best educational practices and consistently receive high-quality professional development, in the areas of interest to the educators reflecting the specific needs and engagement of students. St. Mary Interparochial's strategic planning is intentional about programs that are developed for students as they look toward the future.

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? \$7314
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1098
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 28%

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)