

U.S. Department of Education
2018 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 Mr. John Christopher McGrath M.Ed.

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

Official School Name Our Lady of Mercy Regional Catholic School

(As it should appear in the official records)

School Mailing Address 29 Conwell Drive

(If address is P.O. Box, also include street address.)

Maple Glen PA 19002-3310
City State Zip Code+4 (9 digits total)

County Montgomery

Telephone (215) 646-0150

Fax (215) 646-7150

Web site/URL http://www.olmrcs.com

E-mail jmcgrath@olmrcs.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Bernadette Dougherty E-mail bdougherty@archphila.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia Tel. (215) 587-3585

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. James Morris
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

1. 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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	23	23	46
1	19	20	39
2	20	28	48
3	22	24	46
4	19	27	46
5	20	22	42
6	25	29	54
7	22	18	40
8	20	26	46
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	190	217	407

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 2 % 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 2016 – 2017 school year: <01%

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, 2016 until the end of the 2016-2017 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(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, 2016	424
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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

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

7. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

8. Students receiving special education services: 7 %
29 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
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.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

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

Yes No

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

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

Our Lady of Mercy Regional Catholic School is committed to living the Good News of Jesus through Works of Mercy. The rigorous academic program unleashes creative energy for the pursuit of knowledge and nurtures a hope-filled vision for Catholic leadership. Our Lady of Mercy lives out its relationship with God by respecting the dignity of others and providing service to the global community that fosters unity, understanding, and compassion.

PART III – SUMMARY

Our Lady of Mercy Regional Catholic School (OLM) was established by the Archdiocese of Philadelphia in 2012. OLM is a joint ministry of Saint Alphonsus Parish in Maple Glen, Saint Anthony of Padua in Ambler, Saint Catherine of Siena in Horsham, and is located on the campus of Saint Alphonsus Parish. OLM's student population is a unique composite of small communities and reaches across 10 school districts. This diversity serves to enrich the culture of the school and helps to advance its mission.

In 2014, OLM was one of six regional schools chosen by the Healey Foundation to participate in a three-year development program. This program was delivered through a coaching relationship and resulted in the formation of a Board of Specified Jurisdiction. As of 2017, OLM is an alumni school of the Healey Foundation. OLM has a governance protocol that will continue to serve the families and students of OLM as the school moves forward. In its short history, OLM has mushroomed into an expansive academic complex; complete with state-of-the-art science lab, Next Generation STEM curriculum, library, extended care program, computer lab, a 1:1 iPad program, and dedicated rooms of instruction for music, art, and Spanish. The students have the opportunity to participate in a comprehensive PE/Health program in a spacious, fully equipped facility.

Their vision is to continue to provide the highest quality Catholic education to students with an unwavering commitment to its Mission Statement. That Mission Statement is based on the belief that the Eucharist is the center of the school community. The profile of graduates is a testimony to the goals established for their students. The goals challenge their students to demonstrate faith, knowledge, leadership, and service and continue to do so in their academic life in high school, college, and beyond. The whole program at OLM rigorously prepares students to be life-long learners, Catholic leaders, and contributing members of the global community.

Education in an inclusive environment is characterized at OLM by differentiated instruction and teaching to the various learning styles of each student. OLM has an academically rigorous and doctrinally sound program that challenges students to be critical and creative thinkers. The school provides a variety of teaching strategies in student-centered classrooms. OLM provides a framework for the design, implementation, and assessment of authentic academic excellence in Catholic education. The faculty purposefully weaves real life, practical applications throughout the curriculum and uses a variety of modalities that encourage students to demonstrate their understanding of content.

The iPad Initiative began in 2013 and all students in grades 3 to 8 have their own iPad. In addition, iPads are available in grades K to 2 for student use. All of the classrooms are equipped with SMART Boards, projectors and Apple TVs. The faculty is versed in many classroom applications – using technology to complement and enhance learning across all curriculum.

Students are supported by the Montgomery County Intermediate Unit who provide on-site remedial services for academic, social, and emotional support. OLM maintains a Child Study Team to ensure all the necessary services for identified at-risk learners and their families are administered properly. The Orton-Gillingham reading program consists of two faculty members who are also certified language practitioners. They work to meet the needs of learners with phonemic awareness and oral fluency deficits, as well as dyslexia tendencies. These services are supported by the surrounding school districts who provide educational testing for students.

Students are respected and honored for their achievements through the Peacemaker of the Month awards, Merit Awards, trimester honors recognition, membership in the National Junior Honor Society, Mercy Ambassador's Club, and Safety Organization. On display in the lobby of the school is a TV that highlights the students and their activities in school, on field trips, and performing community service.

OLM offers various clubs to enrich students' learning both in school, as well as after school. The middle school has an in-school club day five times a trimester and students have the opportunity to explore "Break-Out" boxes, rosary-making, crime scene investigation, chimes, sports trivia, yearbook, Model UN, public

speaking, engineering, history, sketching, Regina Coeli Program (Enrichment), and Spanish. Students in grades K to 4 participate in a STEM club three times a trimester with the opportunity to explore STEM within the Bible, Nursery rhymes, “Break-Out” boxes, invention convention, arcade academy, coding, art, and holidays. After-school clubs include art, chess, band, dance, Mad Science, Kitchen Wizards, and choir. OLM also provides an after-care program for our students whose parents work outside the home. The school hosts dances for 7th and 8th graders and invitations are extended to area schools.

Students have the opportunity to compete academically in area math and science bowls, writing contests, Model UN, and Reading Olympics. Students have the opportunity to serve their community through varied service projects at OLM. Their generosity and commitment to service is extended to their families who respond to the needs of others and give their time, talent, and treasure for local and global communities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

OLM follows the curriculum guidelines as set forth by the Archdiocese of Philadelphia which reflects the Common Core Standards. The dynamic program provides clear expectations, differentiated instruction and relevant, rigorous assessments to empower each student to reach his/her educational potential.

English Language Arts (ELA) — The ELA program at OLM is integrated across the curriculum. Primary level students acquire foundational skills through exposure to a language-rich environment to develop comprehension, fluency, vocabulary, spelling, writing, grammar, and oral expression. The Story Town program, aligned with the Common Core Standards, provides many resources to support differentiated instruction. Independent learning stations, using a variety of teaching modalities, build student skills in word analysis and phonics to meet the needs of stronger ELA students, as well as struggling readers. Students are exposed to classical and contemporary literature during instruction and independent reading to encourage a lifelong love of reading. The Reading Olympics program offers extracurricular opportunity for motivated readers in grades 4 to 8 to share books with others in the region. Reading and writing skills are further enhanced in grades 5 to 8 with the Seesaw Writing Platform, the school magazine, and local essay contests. Writing at OLM begins with basic letter formation and journaling in the early grades, and develops to research reports, persuasive arguments, and creative narratives at the upper levels. In order to foster precise and purposeful writing, students are taught the correct use of standard English grammar and writing conventions. Students engage in frequent small and large group discussions in order to sharpen their critical thinking and verbal communication skills which are required for writing cogent literary analysis and critique. Writing across all curriculum areas is emphasized and used as an essential assessment tool.

Mathematics — The mathematics curriculum provides students with foundational skills in problem solving, computation, modeling, and communication. Students are encouraged to think critically to solve real-world applications rather than only memorized concepts. The continuity of the math curriculum, starting in the early grades, helps to familiarize students with strategies for higher-order thinking. Grade level content is built on previously presented material and practice. Topics progressively cover numerical operations, measurement, geometry, and algebraic thinking to prepare students for Algebra I content in eighth grade. The Honors Math program offers qualifying students an opportunity to move at a faster pace and deepen their understanding of complex mathematical concepts. Advanced students participate in the IHM math contest where they apply a wide variety of solving skills. To meet the needs of students requiring additional support, the MCIU provides small group and individual instruction.

Science — The science curriculum encompasses multiple aspects of earth, space, life, and physical science through the use of Science Fusion and the STREAM Academy. Students in grades K to 8 develop higher-order thinking skills through inquiry-based, hands on cross-curriculum programs. Weekly labs allow the students to work through the Scientific Method and continue to develop important math and writing skills. Students record results using data tables and graphs, analyzing the data to draw scientific conclusions based on evidence. The academic needs of all students are met using whole group instruction, cooperative grouping, formative, and summative assessments. Students in K to 8 participate twice-a-month in STREAM Academy. STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering, and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. At OLM R & A are added (Religion and the Fine Arts) to create STREAM. All students in grades K to 8 receive this instruction. Students in grades K to 5 participate in the STREAM Academy. STREAM Academy are a series of teacher-created and facilitated workshops that provide the opportunity to learn by asking questions, observing demonstrations, completing experiments, and engage in exciting group projects.

The science curriculum promotes interaction and experimentation as a means for students to learn science while integrating foundation terminology. Ongoing assessments used to clarify scientific learning include observations, reviewing science journals, and testing. Recognition has been received at both the local and

state level for science fair projects and science experimentation contests. The clubs and interest program also provide exemplary science students a challenge. Differentiating instruction and modifying curriculum goals help the struggling science learner.

Social Studies — The social studies curriculum continues to create active, informed citizens for the 21st century. Students begin by studying the local community in the primary grades and in 4th grade begin learning the history of the United States and the world. Both physical and cultural geography are stressed to help students understand the social, economic, and cultural elements that influence history. The students are engaged in civic learning activities in and out of the classroom. The annual student council election familiarizes students with the voting process. Teachers across grade levels incorporate activities including mock elections, visits from state representatives, and the awareness of current events with the goal of shaping knowledgeable citizens of the future. Collaborative, project-based learning and access to technological resources allow students to grasp historical events and place them in context as they assume the role of responsible citizens of the 21st century. Students participate in the Model UN and National History Club which further enriches the curriculum. Students have received local and national acknowledgement for their participation in these activities.

2. Other Curriculum Areas:

The areas of the performing and visual arts, foreign language, physical education, and technology are well-represented at OLM. All five areas support students' acquisition of essential skills. In the performing arts discipline, music is offered to all students. The full-time, general music teacher meets with all classes, grades K to 4, for 45 minutes each week, while grades 5 to 8 meet for 55-minute periods. In general music, classes of younger students, K to 3, are more experiential than those of the older students. The younger students learn to read very basic rhythms, which is a form of decoding applicable to any other subject. When they study families of instruments, they learn to categorize. Third graders also begin taking some notes and completing worksheets that require drawing musical symbols such as notes and rests. In grades 4 to 8, students regularly take notes in class, which is a skill they will need far beyond elementary school. Their music reading skills are more advanced, so they work towards writing short rhythms, melodies, and simple accompaniments and then playing them. These students are tested once a trimester, which means they have to learn how to prepare by using a study guide.

Music students also develop critical thinking and listening skills when they hear monthly "Mystery Musicians" pieces. They are required to comment on the details they hear, such as whether the music is instrumental and/or vocal, and which instruments are being played. The goal is that the students grow in their appreciation of various styles of music, whether or not they enjoy each type personally, and their understanding of how difficult it is for performers to master material.

When students rehearse liturgical music in class (at least once a month for all grades), the teacher leads a discussion on the theology behind the lyrics and how music is really another form of prayer. All classes in general music practice reading music at their own ability level, and hopefully take away that music is another form of communication and expression, whether it is written or performed. A further important lesson from the entire music program is working together as a team for a positive outcome whenever students sing as a group. OLM students who sing are selected to participate in the Archdiocesan Honor Choir. In-house seasonal concerts are held twice yearly, as is a December performance in a local retirement home. In addition, the choir sings for important school events and ceremonies such as the National Junior Honor Society induction and the annual 5K Run for Mercy. OLM has taken advantage of opportunities to hear professionals perform. Several grades have field trips to student concerts sponsored by the Philadelphia Orchestra and when available, they are also treated to a preview of the program during a docent's visit.

As for visual arts, all students at OLM receive formal art instruction weekly. The weekly periods are 45 minutes in length for grades K to 4 and 55 minutes for grades 5 to 8. The art program excels in encouraging creativity and exposure to many styles of art. A variety of mediums are introduced and mastered throughout the grades. The primary grades are taught "how to draw" and are encouraged to practice at home. Art history and masters are featured in many of the projects. Student projects focus on one of the elements of art

(shape, line, value, form, texture, color, and space) in the guise of a follow-along drawing, using a new art medium. As the children progress through the grades, the skills they learn early in their schooling are mastered and used in more challenging projects with more materials. The art elements are more closely scrutinized, and the students are often amazed at the quality of the art they can produce at OLM.

A variety of cross-curriculum projects involve art. Students “journey around the world” and learn the various folk art techniques of different countries to augment their social studies and language arts programs. It is not uncommon at OLM to see an awesome piece of artwork that complements an action verb lesson (as with the grade 4 lesson on action verbs and superheroes) or a watercolor to honor Nelson Mandela (grade 8 African dancers). There are often writing components involved with OLM student art projects to further express the students’ creativity. In addition to paintings, pastel art murals and drawings, sculptures, and carvings are often on display throughout the school. OLM follows the Archdiocesan Arts Guidelines, and student work is featured on the school's website, as well as in school displays.

OLM is in compliance with the program's foreign language requirements. Students receive weekly instruction from a full-time Spanish teacher. Students in kindergarten meet once a week for a 30-minute class. Grades 1 to 4 meet once a week for 45 minutes, grade 5 meets once a week for 55 minutes, and students in the middle school have two 55-minute classes each week. The curriculum is driven by the goal of creating a proficiency-based classroom. In that environment, students learn to use language that is relevant to their lives, such as being able to order from a menu or describe themselves and their friends. In practice, this is achieved using authentic resources and Comprehensible Input (CI). Students’ mastery of concepts is assessed through Integrated Performance Assessments (IPAs), which measure their skills across four areas of communication: listening, reading, writing, and speaking. The Spanish curriculum closely follows most of the other curricula the students study. Students learn to identify parts of speech, sentence structure, and noun-verb-adjective agreement. They also establish and reinforce reading comprehension and interpersonal speaking skills. Studies show that learning grammar in a second language enhances students’ mastery of grammar in their primary languages.

When younger students learn numbers in a second language, they learn to count objects and perform simple math operations. When older students learn numbers, they apply them in various ways, including telling time and saying the date and current year. Often religion is incorporated often because Spanish-speaking countries have historically been and continue to be predominantly Roman Catholic. Aside from all of these points, learning Spanish benefits a student’s life in many other intangible ways. Students are able to make cross-cultural connections that enable them to relate to other peoples and cultures.

Another subject, physical education, also enhances the curriculum at OLM. A full-time physical education teacher meets with each class once a week for 45 minutes in grades K to 4, and for 55 minutes for grades 5 to 8. Aside from learning how to cooperate in a team setting, students also have opportunities to use mathematical skills (all four operations) to keep score, determine numbers of teams that can be made from a pool of students, and how much equipment will be needed for a match. Students also learn to make healthy and active lifestyle choices through a variety of activities. They are asked to plan and illustrate balanced meals and explain their choices for the meals. Students are taught about the benefits of exercise and its impact on one’s health. Students in grades 5 to 8 also receive instruction on the function of the cardiovascular, respiratory, and muscular systems and their importance to the human body.

Students at OLM receive instruction in technology. Students in grades K to 4 receive 45 minutes of weekly instruction. Fifth grade students receive 55 minutes of weekly instruction. Students in the Middle School Academy receive bi-weekly instruction. Students in kindergarten learn TuxPaint to draw and to practice mouse skills. They quickly move to MS Office and utilize Word, PowerPoint, and Publisher through grade two. In addition, they use iPads in all classes outside of technology. Students in grades 3 to 8 have G Suite for Education accounts. They utilize many Google Apps, including Classroom, Docs, Slides, My Maps, and Drawings, to name a few. Many content area teachers also use Google Classroom as a Learning Management System. Work is turned in digitally and class notes are often posted for the students. The students are quite capable of navigating through the classwork, notes, and projects through this digital platform. The technology teacher works well with the content area teachers to provide meaningful lessons that integrate technology into the curriculum. Since OLM students have iPads, they are taught specific apps

to help them share content and they utilize other online tools that work well with Google Apps. Students become proficient in independently using the technology at hand to complete tasks for their classes. The goal of providing technology instruction and practice is for students to have the necessary and essential skills to be successful in higher education and professional careers.

3. Instructional Methods, Interventions, and Assessments:

The faculty of OLM uses the Common Core State Standards in ELA and Math in all grades, and the NGSS Science guidelines in grades K to 8 to drive instruction and enhance student achievement. They implement a variety of instructional techniques and best practices. The needs of diverse learners are met through differentiated instruction, an Honors Math Program, Enrichment Math, STREAM, Regina Coeli Enrichment Program, Orton-Gillingham Language Approach, and technology-based support. The faculty emphasizes speaking and listening skills in all grades and curriculum areas through a variety of student presentations and discussions. Writing across the curriculum is enhanced through journals, written explanations of concepts, and analysis of informational text.

In the realm of Education, STREAM is moving to the forefront as a leading interactive instructional strategy with a substantial focus on problem solving. STREAM includes the disciplines of Science, Technology, Religion, Engineering, Arts, and Mathematics. Along with these subjects, STREAM also challenges students to communicate, collaborate, think critically, and be creative. OLM has ventured into a new STREAM initiative for grades K to 5 to assist young students in learning how to use their knowledge from multiple sources to problem solve and work in a group. These skills are vital in a technologically advanced society where workers are constantly collaborating and being met with unprecedented challenges.

In order to introduce students in grades K to 2 to this new way of thinking, they attend STREAM classes where they will learn how to work in groups, communicate with others, and think “outside the box.” Simultaneously, they learn new STREAM concepts while solving problems. STREAM classes for students are completely hands-on activities where the students learn through inquiry.

Students in grades 3 to 8 learn the Science curriculum, based on the Next Generation Science Standards, through the lens of STREAM. Students use their knowledge from Science class, as well as Mathematics, Technology, Art, and Religion class, to solve problems and work collaboratively. Inquiries within these Science classes are engineering-based so students experience first-hand how real-world problems require knowledge from various sources.

STREAM-learning is reinforced by the STREAM Academy (Grades K to 5) and by the Middle School (Grades 6 to 8) academic clubs, engineering club and "Break-Out" boxes. OLM offers coding clubs and a robotics club as extracurricular activities to extend STREAM beyond the classroom.

The Resource Room at OLM offers an Orton-Gillingham-based method of instruction for students who have a language-based reading disability. This program is a tier-three intervention and replaces grade-level reading instruction. The Resource Room currently serves 39 students.

Students are supported by the Montgomery County Intermediate Unit who provide on-site remedial services for academic, social, and emotional support. The Child Study Team supports students to ensure that all the necessary services, accommodations, and modifications for identified at-risk learners are in place and being executed appropriately. OLM is also supported by the surrounding school districts who provide educational and psychological testing for students.

OLM has a 1:1 iPad initiative in grades 3 to 8. Through apps such as, Reading Ally, Dragon Speech, SnapType, and Educreation, students with comprehension and/or occupational needs are supported. These programs directly support the Orton-Gillingham program by providing students who have dysgraphia or dyslexia the tools to help them be more successful. Students in grades K to 5 reinforce math skills by using First in Math, while students in grades 6 to 8 use IXL to positively impact mathematical achievement.

The faculty uses a variety of assessments to evaluate student learning and progress, including formal written

assessments, problem-based learning, journals, projects, and performance assessments. TerraNova test results identify areas of weaknesses and strengths allowing teachers to tailor instruction to meet those needs. The My Student Progress Management System and frequent teacher communication provide parents with timely feedback.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Student engagement and motivation are cultivated at OLM through a variety of learning experiences. In all content areas, opportunities are provided for every student to demonstrate their ability for self-control, working constructively in a group, accepting individual and group responsibility, and communicating effectively. This is accomplished through the 1:1 iPad program, STEM/STREAM clubs and lessons, the First in Math Program, and Middle School Academy clubs among other academic endeavors. Students are further engaged during their weekly special classes in the arts, physical education, foreign language, technology, and library. The use of flexible seating fosters independence and empowers students with the ability to choose their preferred learning experience.

OLM provides a positive environment that supports the students' academic, social, and emotional growth. Teachers ensure that classroom expectations for performance and behavior are clear and consistent. Students are respected and honored for their achievements through the Peacemaker of the Month awards, which are aligned with the Mission Statement and beliefs. Merit Awards, trimester honors recognition, membership in Student Council, the National Junior Honor Society, Ambassadors' Club, and Safety Organization further promote academic and social growth in the students. Prayer throughout the school day has been enhanced with morning assembly and prayers led by students over the school's public-address system. At the conclusion of morning assembly, students recite the school pledge as a reminder of their promise to live what OLM teaches. There is a large TV in the lobby of the school that highlights students and their activities in school, on their field trips, at sporting events, and performing community service.

OLM creates an environment where teachers feel valued and supported. Daily morning faculty meetings are conducted for discussion of applicable topics and concluded with communal prayer and the opportunity to voice special intentions. Teachers attend a yearly retreat where they have the opportunity to strengthen their connections with each other. The Home and School Association enthusiastically supports all faculty by hosting teacher luncheons, Teacher Appreciation Day, and reaching out to our school families to acquire teacher "wish list" items.

OLM is a place where students are engaged and motivated within a positive environment that fosters optimal growth in academics, as well as in social and emotional skills. The culture of the school emphasizes the importance of spiritual growth academic achievement — made possible by healthy relationships and mutual respect between the various stakeholders in the school community.

2. Engaging Families and Community:

Engaging families and community is a high priority at OLM. All test scores are available electronically for parent perusal in order to provide timely feedback through the online student management system. Progress reports are sent home at the midday point of each trimester. Parent conferences are held at the midpoint of the first trimester each academic year. Teachers are encouraged to send pre- and post-conference notes to focus on strengths, weaknesses, and recommendations. Conferences are available throughout the year at the request of the parent or teacher. At the end of each trimester, report cards are distributed by the principal who meets individually with each child to discuss his/her achievement.

TerraNova progress reports are sent home in the spring. Parents are encouraged to contact teachers with any questions or concerns. The principal meets with parents upon request for in-depth analysis of scores. The faculty regularly communicates with parents through the school website blogs. Homework, projects, rubrics and testing dates are posted. Parents can immediately post a comment or question.

OLM communicates to the community at large through the weekly newsletter (Mercy Peek & Ponder), Midweek communication, church bulletin, school website, social media (Facebook, Twitter, and Instagram) and automated phone and email system. Local media outlets frequently receive press releases and are invited to the school for photo opportunities. Student accomplishments in the form of scholarships,

competitions, community service, and character education are featured regularly. Students are recognized at award ceremonies monthly, at the end of the school year, and at graduation.

OLM is a visible presence in the communities that it serves. It maintains a presence at community holiday parades and collaborates with area philanthropic entities to communicate its Mission and provide service to those in need. OLM has attended system-wide showcases in which the entire program and its benefits are presented. Since OLM is a regional school, these presentations have occurred in multiple counties.

School improvement is measured and maintained by strategies put forth in the Office of Catholic Education Action Plan and the Middle States Association Strategic Plan which are reviewed each trimester. Investment in technology, including iPads and Chrome Books, is a priority for the future of the school. The Montgomery County Intermediate Unit and the Home and School Association are instrumental in continuously providing resources to acquire new technologies.

3. Professional Development:

OLM has engaged in several professional development initiatives all related to the themes of leadership, collaboration, and collegiality. The most recent initiative has been Faculty 360: The Arc and Art of a Teacher's Career in which teachers develop pedagogical knowledge and exercise leadership through peer observations. Additionally, the staff has been participating in 21 Keys for High Performance Teaching and Learning, a course with the purpose of developing the psychological tools and knowledge of social learning theory necessary for quality learning environments. These professional development offerings are possible because of a sense of rapport that has been developed through daily morning meetings and yearly off-campus retreats. The following is a more in-depth summary of OLM's professional development initiatives.

Faculty 360: The Arc and Art of a Teacher's Career builds the capacity for teachers to collaborate on issues surrounding pedagogy, peer-observations, and collaborate within their grade and level cohort on the development of instructional materials. This happens through a multi-step process. First, teachers spend one period observing a colleague which is followed up with a written and verbal reflection. Next, teachers videotape themselves teaching a lesson, view the videotape and reflect on what they observed. Through reflection, teachers choose to attend a seminar that will enhance their own professional growth. Finally, teachers write a summary of their experiences, explaining how they develop their own assessment tools and instructional strategies. The principal frequently visits classrooms as well, following a 5-minute walk-through model, to reinforce the necessity for quality and consistent feedback.

21 Keys for High Performance Teaching and Learning allows teachers to develop a better understanding of the psychological factors affecting how students process and retain information and how their habits and attitudes impact the learning experience. The course is based on research principles which allow both teachers and students to tap into their potential, and persist in completing challenging tasks. This is a multi-tier initiative which follows a cohort model with teachers attending training sessions off-site in several stages. Some teachers develop leadership skills by providing additional turn-around training to reinforce the concepts.

Professional development at OLM is strengthened by the staff's strong sense of community. Each year teachers attend an off-campus retreat such as visiting the Shrine of the Miraculous Medal. These experiences foster collegiality through a common mission and vision. Through the experience of a retreat, as well as daily morning prayer meetings, teachers possess the capacity to engage in collaborative and reflective professional development practices. Overall, the professional development at OLM allows staff to collaborate and foster leadership skills through a common vision and a spirit of collegiality.

4. School Leadership:

The governance and leadership of OLM is the work of the pastors, principal, and the Board of Specified Jurisdiction (this is a voting board) with decision-making authority in the areas of: finance, facilities, advancement, enrollment management, and governance. Together they all work to lead the school in

adherence to the Mission Statement, striving for spiritual, academic, and financial strength. Established in June 2015 with the support of the Healey Education Foundation, the Board exists to support the school, help lead a goal-centered and sustainable future, and works in concert with the Advancement Office. The Board promotes and advances the school's Mission for the education and instruction of students, and fosters the highest possible standards of academic and religious education, while assisting them to teach the fullness of Christian life.

The vision of the governance, leadership, and Board is to ensure the integrity, effectiveness, and reputation of the school through the establishment of sound policy, stable provision of resources, and assurance of a quality educational program. The governance and leadership are charged to act ethically and consistently to ensure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. They assist to create a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for the day-to-day operations and long-term planning.

The pastors are supportive of the school in their words and actions. They respond to requests for input and their presence is seen as spiritual leaders and role models. The parish priests celebrate school masses, prayer services, and visit classrooms.

The principal seeks to lead with generosity and dedication to high standards in all areas. The leadership style of the principal is collaborative, which instills a strong sense of ownership among all. He keeps parents informed through Home & School Association meeting presentations, the weekly church bulletin, and school newsletter (Mercy Peek & Ponder), and works cooperatively with teachers throughout the year. The principal provides a constant positive attitude and constructive energy, which propels the school community forward.

The joint efforts of the school's leadership, teachers, and stakeholders are part of what makes OLM a successful school, fulfilling its mission by respecting the dignity of others and providing service to the global community that fosters unity, understanding, and compassion.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The Resource Room at OLM offers an Orton-Gillingham-based method of instruction for students who have a language-based reading disability. This program is a tier-three intervention and replaces grade level reading instruction.

Students are chosen for this program through teacher and parent observations, classwork, and a variety of informal and formal assessments. After a parent or teacher recommends a student, he/she is then screened using various components of standardized tests. These subtests include: spelling, phonological awareness, word attack skills, sight word recognition, listening comprehension, and auditory and visual processing. Strengths and weaknesses are then examined and a decision is made as to whether Resource Room instruction would be beneficial to the child. Students receive reading instruction during their classroom reading time. Classroom accommodations and modifications that will most benefit the student are then implemented. Testing done by the MCIU or the student's school district may be recommended to ensure that the student's academic needs are being addressed. Through this replacement reading instruction and the appropriate accommodations and modifications, the learning style and differences of these students, along with their academic strengths, are recognized and honored.

The students receive reading instruction using the Take Flight program. This Orton-Gillingham program employs a method of instruction that is multisensory, visual, auditory, and kinesthetic. These practices are used to strengthen pathways in the brain and aid in the development of memory, processing, and retention.

All individual aspects of reading are taught and content is explained, practiced, and discussed. All lessons follow a specific format based on discovery learning. Students are given the opportunity to discover the rules and practices of the English language, and implement these rules and practices through daily reading of controlled, connected text.

The Orton-Gillingham program begins with the simple concepts of letter recognition and sound associations, and moves to more complex tasks of syllable types, and syllable division patterns. All new skills build on previously learned skills and mastery is achieved through practice and repetition. In this learning process, the students go from parts to the whole by learning and practicing letter sounds, putting those sounds together in words, and reading those words in sentences. Later, they will examine multisyllabic words and decode them by breaking each word into smaller components such as base words, affixes, syllables, and sounds.

The Take Flight program contains the five components of effective reading instruction supported by the National Reading Panel: phonemic awareness, vocabulary, phonic skills, fluency, and reading comprehension.

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? \$5800
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1375

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 16%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova 3
Common Core

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	78
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova 3
Common Core

Grade: 4

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova 3
Common Core

Grade: 5

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	89
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova 3
Common Core

Grade: 6

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	86
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: TerraNova 3
Common Core

Grade: 7

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	93
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova 3
Common Core

Grade: 3

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova 3
Common Core

Grade: 4

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	72
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova 3
Common Core

Grade: 5

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	75
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova 3
Common Core

Grade: 6

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: TerraNova 3
Common Core

Grade: 7

Edition/Publication Year: 2012

Publisher: CTB McGraw-Hill

Scores are reported here as: Percentiles

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	88
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: