

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Denise Green Judge

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

Official School Name Mary, Mother Of The Redeemer School

(As it should appear in the official records)

School Mailing Address 1321 Upper State Road

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

North Wales PA 19454-1007  
City State Zip Code+4 (9 digits total)

County Montgomery

Telephone (215) 412-7101

Fax (215) 412-7197

Web site/URL https://www.mmrschool.org/

E-mail djudge@mmrschool.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Andrew McLaughlin E-mail amclaughlin@archphila.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Philadelphia School District Tel. (215) 587-3700

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Msgr. John Conway  
(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

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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 2019 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 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	27	23	50
K	26	25	51
1	32	27	59
2	22	24	46
3	24	26	50
4	21	26	47
5	26	37	63
6	40	34	74
7	27	30	57
8	32	39	71
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	277	291	568

\*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
  - 5 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 87 % White
  - 4 % 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 2017 – 2018 school year: <1%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2017	616
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

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

8. Students receiving special education services: 7 %  
42 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>0</u> Multiple Disabilities                 |
| <u>2</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>1</u> Developmental Delay     | <u>42</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>2</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 22:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	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 2018.

<b>Post-Secondary Status</b>	
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. 2010

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

We recognize the uniqueness of each child and provide a quality Catholic education, to meet the needs of our 21st century students.

## PART III – SUMMARY

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Relationships are the keystone of everything that comprises the community of Mary, Mother of the Redeemer (MMR) School in North Wales, Pennsylvania. Just as a dictionary describes a keystone as the apex of masonry arch from which the arch gains its stability, MMR School gains its strength from the relationships developed within the school and extending into the community. With a foundation built upon the theological virtues of faith, hope, and love, MMR has constructed an educational philosophy that encourages it to be proud, progressive, and motivated to meet the needs of its 21st century students, and to always be cognizant of developing relationships in all aspects.

Physically erected in 2003, Mary, Mother of the Redeemer School immediately became a center of learning not only for its parish children, but for students and their families who were seeking contemporary approaches to education while still maintaining Catholic traditions. As a member of the Archdiocese of Philadelphia, MMR committed itself to the continuation of devotion to the Eucharist, Prayer, Saints, and all conventions and practices that are recognized in Catholic history. Mary, Mother of the Redeemer School further dedicated itself, however, to the development of a strong, personal relationship with God for each of its students, so that all members could be proud of their heritage and beliefs. This resulted in all members of MMR proudly proclaiming their faith and in displaying openly a wholesome and genuine relationship with God. Parishioners and members in the surrounding area are invited to join with the school at all times in celebrations of faith, and the school takes every opportunity to share their faith in recognition of others.

Only sixteen years young, MMR School has already been twice recognized and certified by the Middle States Association of Colleges and Schools in 2006 and 2013, and was honored to be named a National Blue Ribbon School of Excellence in 2010. These awards stand as testament to the progressive work of all stakeholders and to the vision they possess for hope for the future. Alternative approaches in instruction, assessments, problem-based learning, and student-centered activities are just some of the factors impacting accomplishments and successes. Recognizing the uniqueness of each child is essential to the mission of MMR, and it was with that in mind that the school developed an innovative approach to reach its struggling learners. In 2016, the school developed a methodology known as the Ready Program to help close the gaps of students needing more direct instruction and personalized learning. In its brief existence, it has made significant differences for students and has helped numerous students who once experienced gaps to be able to return to general education settings. In 2017, the Ready Room Program was recognized by the Superintendent of Schools for the Archdiocese of Philadelphia (AOP) to be a model program. The Office of Catholic Education acquired a grant to help other schools faced with struggling learners to install the Ready Program in their educational buildings. MMR believes in all children as hope for the future, and progressive approaches help ensure that hope.

MMR is motivated by the virtue of love, not only for one another but for its global neighbors. In the spring of 2018, visionary educators of the MMR community were sparked by a challenge, based on the United Nations Sustainable Development Goals, to develop a personalized approach to addressing these issues. Educators in the school followed the lead of colleagues and united in developing a school-wide program known as the Innovation Lab, where they could explore and foster possibilities for solutions to real-life concerns. Rather than acquire a pre-fabricated, publisher program, the MMR teachers took on the task of personalizing tactics so that each grade level, from Pre-Kindergarten through 8th, could utilize their collective talents to formulate answers and resolutions for global problems. Most notable to their program formulation was the infusion of an empathy factor, so that students on the local level could understand the implications of drought, poverty, homelessness, and much more that is being endured by children world-wide. This novel incorporation of Science, Technology, Religion, Engineering, Art, and Math (STREAM) has taught all stakeholders that the process is as vital as the solution.

Recognition by the National Blue Ribbon Schools Program in 2010 was received as both an honor and a challenge at MMR. Honor came as an affirmation of the collective body of dedicated works, and the national recognition propelled enrollment interest from families not only in the surrounding area but from both outside the state and outside the country as well. The challenge to sustain criterions, as well as to exceed them, was immediate and essential. MMR began to study its practices and applications to curriculum

in order to provide a sound, systemic approach to future education. Leadership continued to encourage educators to explore educational methodologies and to share ideas and philosophies for the continued advancement of each child's personal best. From that mindset rose the development of The Ready Room, the Innovation Lab, Flexible-Seating Alternatives, Alternative Assessments, Second-Chance Learning for students, personalized Professional Development for educators, and more. Mary, Mother of the Redeemer School is proud, progressive, and motivated to meet the needs of its 21st century learners.

Just as the Keystone is the final piece placed during construction of an arch, relationships at MMR lock all the building stones into position, giving the school stability and strength. Mary, Mother of the Redeemer School is proud of its heritage, progressive in its practices, and remains motivated moving forward in the excellence of education.

### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

At Mary, Mother of the Redeemer School, the gradual release of responsibility model is implemented by the teachers to scaffold instruction and foster the interdependent relationship between reading, writing, speaking, listening, and digital literacy practices in all content areas. The uses of ongoing progress monitoring tools allow the teacher to create daily lessons that are data driven and responsive to the needs of each learner. In addition, subject coordinators and the principal review and analyze the data from the yearly Terra Nova Testing in order to ascertain the strengths of the program as well as note any areas of opportunity. These findings are shared with all teachers who then collaborate to tailor instruction to meet the needs of the students.

The English Language Arts (ELA) program utilizes a comprehensive literacy approach that is aligned with the Common Core Standards and developed across disciplines. Instruction encompasses all essential components of a balanced framework: phonemic awareness, phonics, fluency, vocabulary, comprehension, written response, and oral language skills. At the primary and intermediate levels, a workshop model fuses explicit instruction in all of these components with guided and independent practice. Key reading and writing strategies are reinforced or compacted through the use of student-centered literacy stations, guided reading groups, mini-lessons, personalized word study, tiered tasks with choice boards, writing conferences, and literature circles with leveled texts. The Scholastic Guided Reading Program, Accelerated Reader, and the STAR Reading Assessment enable student progress to be tracked over multiple school years and help teachers make tactical decisions. In grades K-8, the Journeys Reading Series and the Collections Program provide a systematic framework with embedded spiral review. Student expectations and the overall focus under each domain of the ELA curriculum begin to shift as they progress through the literacy continuum. In the intermediate and upper elementary grades, the need to analyze, evaluate, and synthesize information from a variety of sources is crucial to student success. Teachers implement close reading and text dependent questions with complex texts as part of their daily instruction. Exposure to higher level literacy novels such as *The Boy in the Striped Pajamas*, *The Outsiders*, and *Behind Rebel Lines* encourages critical and analytical thinking skills. They provide for collaborative discussions and debates. The 6+1 Traits of Writing framework is implemented school-wide to create a common language when approaching all types of texts and purposes. The ultimate goal of the ELA program is to help students grow as readers and writers as they experience new learning every day.

#### **1b. Mathematics:**

The mathematics program at Mary, Mother of the Redeemer School is aligned with the Common Core State Standards for Mathematics and addresses both the content and practices standards. Influenced by the work of leaders in the field of mathematics education such as Marilyn Burns and Dr. Jo Boaler, teachers incorporate best practices that encourage perseverance, promote a growth mindset, and allow students to become risk-takers that learn from their mistakes. Students are guided to talk about their thinking, construct arguments and show evidence to support their reasoning. Each child reaches a personal level of success while developing a love for the beauty and wonder of mathematics. Teachers use formative and summative assessments to measure growth. Levels of enrichment are offered through math contests such as Continental Math League and Pennsylvania Math League. Intermediate grades also visit the Honors Math Classroom weekly to enhance their geometric experiences and problem solving techniques. Daily exit strategies help students self-evaluate their progress and provide the teacher instant feedback to plan future instruction. Utilizing second chance learning, students receive additional assistance from the teacher and peers which provides other avenues to help master skills. Math teachers adhere to the concept continuum by providing lessons incorporating the concrete and pictorial representation of a concept prior to introducing the idea in the abstract. To facilitate this, teachers utilize base ten blocks, pattern blocks, algebra tiles, ten frames, Smart tools, Smart Tables, digital tools and interactive notebooks. The approaches used during math instruction include whole group and small group, stations, technology-based support, and the flipped

classroom model. These concrete and pictorial foundations enable students' minds to be open to the abstract concept when unveiled.

### **1c. Science:**

Using the framework of the Next Generation Science Standards, MMR dives into a Science curriculum that is rooted in the NGSS Core Dimensions of practice, core ideas, and cross cutting. Students in grades K - 8 are engaged in the four domains of Science: Physical, Life, Earth & Space, and Engineering Design. MMR incorporates a design process that enhances students' abilities to view the world through inquiry and engineering practices. The school has two lab environments that are available to grades 1-8 on a weekly basis. Students use the Inquiry Science Lab to investigate and discover key scientific concepts. Primary grades learn the importance of lab safety and equipment vocabulary. Intermediate grades conduct experiments with great effort as they solve focus questions. Upper grades formulate and document their investigations through lab reports. In 2018, MMR added the second lab, known as the Innovation Lab, which is equipped with components to facilitate the design process. Students ask questions and conduct research in order to create solutions to real-world issues. Using problem-solving strategies, they learn to accept the need to redesign as part of the process. Science approaches are hands-on and naturally messy. Primary grades plant seeds to explore the life cycles of plants. They adopt caterpillars to bring butterflies to life and follow animal tracks on field trips to nature reserves. Intermediate and upper grades build collaboration skills through the creation of weathering and erosion-proof homes, space colonies, and forensic activities. Furthermore, students engage in STEM night where they learn and experience STEM careers presented by community leaders in the field. Atypical in an elementary school is MMR's first hand relationship with NASA's Project Astro Program. An actual NASA Astronomer visits several times to engage upper grades in core space concepts. Under his guidance, students have constructed comets, modeled the solar system across the entire school campus, and recreated the collision theory. These varied approaches to science at the elementary level create for the students an educational experience that is tactile, true, and timeless.

### **1d. Social studies/history/civic learning and engagement**

At Mary, Mother of the Redeemer School, Social Studies is lifted from the pages of the textbook and brought to life. The acquisition of a classroom set of Google Expedition takes learners from the backyard, to The Great Wall of China and beyond. Additional Google Applications and virtual field trips allow students to experience far-away locations and realistic representations of historical moments. The foundation of social studies, history, geography, economics, civics, and government begins through affective education and guidance of students to understand themselves as they learn about their community and who they are in the world around them. The geographical location of the school allows for easy access to rich historical buildings, locations, and venues. Civics classes presented by Judge Andrea Duffy of Montgomery County, PA educate the students on the essence of the Constitution. Students ultimately present and defend elements of the law to classmates through a mock trial. MMR participates annually in the National Geography Bee. The school has had students perform at the top of the local and state levels. Project based learning opportunities become an integral part of instruction beginning with the primary grades and progressing through upper grades. The learning experiences come full circle as students become masters of the content through research and in turn educate others through vehicles such as Discovery Quests, Genius Hour, and the annual Wax Museum. The study of Native American tribal communities culminates with the construction of a life size tepee. An archaeological dig transforms students into archaeologists and anthropologists as they dig and discover artifacts. Green screen technology transports students back through history. CNN10 Daily News and Scholastic News are used weekly to build informational reading skills, increase content-area knowledge, connect to current events, and inspire discussion. Critical thinking and public speaking skills are practiced at all grade levels, leading the students of MMR to become empathetic future leaders. While history is noted most frequently in print, at MMR it is discovered and realized in action.

### **1e. For secondary schools:**

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

Mary, Mother of the Redeemer School proudly offers Preschool programs for three and four year old children. Both levels provide a full-day class, which enables children to enjoy the maximum amount of time for socialization, for exposure to early-level learning, and for the development of skills necessary in preparing children for future school success. Always conscious of the school's focus on the development of relationships, the MMR Preschool staff strives to understand each child individually so they can approach instruction in a meaningful and sensitive manner. The core areas of letter/sound recognition, exposure to authentic literature, basic number sense, geometric shapes, interpersonal skill development, and an awareness of faith concepts are just some of the areas of concentration for the school's youngest learners. The Preschool staff takes every opportunity to expose the children to physical education classes, technology classes, and other offerings at the main building. These experiences create a sense of comfort and familiarity for the children as they anticipate the next level of schooling. Open and frequent communication between the Pre-School and Kindergarten staff paves the way for smooth transitions as children enter the Kindergarten year.

## **2. Other Curriculum Areas:**

In conscious recognition that students' talents can be demonstrated in numerous fields, MMR devotes equal effort to the development of rich experiences through the arts and other curriculum areas. All students from grades K through 8 participate weekly in these instructional experiences in order to foster the growth of the whole child.

The Visual Arts program at Mary, Mother of the Redeemer School uses a thematic-based curriculum. Students are exposed to different medium allowing for the demonstration of self-expression. In keeping with its commitment to the arts, in 2018, MMR installed a kiln so as to encourage creativity in three-dimensional form and to enhance tactile skills. Students gain knowledge of both classic and contemporary artists through art history lessons and then model the work of these visionaries. A celebration of creativity is continuously displayed throughout the school year and is highlighted at MMR's annual Art show.

The Music Program at MMR involves the learner in the fundamentals of musical styles, performance, appreciation and composition. Interactive technology allows the approach to all grade levels to be immersive and enhance the learner's experience. Primary grades focus on the pure joy of music and movement. Middle Grade students are introduced to the playing of the ukulele, the recorder, and bucket-drums, helping to develop and demonstrate students' knowledge of musical notation, manipulation of instruments, and performance skills. Upper grades participate in project-based learning through the utilization of the GarageBand application. The Composer Radio Broadcast Project and 110 Years of Broadway Expo draw even the most reluctant young adults into new encounters. MMR's Voices of Praise ensemble, comprised of 4th through 8th graders, leads the student body during all mass and sacramental celebrations. Additionally, the Theater Arts club, open to grades 6 through 8, entertains the school community with annual Broadway Junior show performances.

Exposure to Spanish is not just through vocabulary but with an equal immersion into heritage and culture. The offering that technology affords this program takes the curriculum in a variety of directions. Smartboard games, interactive apps and the use of Google Suite enable the students to create projects that are cross curricular. Foreign Language instruction is presented to learners so as to lay the foundations for the understanding and appreciation of diversity, and to promote empathy for all cultures.

Just as technology continues to change and evolve, so does MMR's commitment to continually adapt contemporary technological practices. Students at MMR graduate with a solid foundation in three digital platforms: Google Suite, Microsoft, and Apple IOS. Students collaborate and create numerous multimedia presentations through cross-curricular lessons. Google Classroom meets the students where they are as digital natives. It allows for the real time collaboration on projects between students and facilitates teacher feedback in an ongoing and constructive manner. Chromebooks are provided to every 7th and 8th grader, while classes in Pre K through 6 have grade level iPads and/or Chromebook carts. A 3-D printer has taken

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student production to another dimension. Numerous curricular areas are enhanced by the traveling class set of Google Expedition visors and phones. As a pilot school for Google Augmented Reality, MMR looks forward to the future of this instructional tool. Coding is not limited to the Hour of Code initiative, but is begun as early as Kindergarten as students garner coding skills with Ozobot robots. Digital citizenship and managing one's digital footprint are at the forefront of all lessons.

With access to over 11,000 books in the school library, students are exposed to all literary genres in an effort to support a love of reading. Additionally, these resources provide information critical for developing solid research. The classroom teacher coordinates with the librarian regarding the availability of materials for given projects/assessments. The effectiveness of exposure to authentic literature has been demonstrated by positive results in the Montgomery County Reading Olympics Competitions.

From the soccer field to the basketball courts, and to the gymnasium, students actively engage in physical education at MMR. Instruction, technique, and practice prepare students for sports and organized games. Students participate in the Presidential Fitness program and the Jump Rope for Heart fundraiser for the American Heart Association. Physical education at MMR is defined as achieving one's personal best while emphasizing teamwork, sportsmanship and honesty.

### **3. Special Populations:**

The mission statement of Mary, Mother of the Redeemer School begins with the immediate recognition of its charge to recognize the uniqueness of each child. It is to that central theme that the educators of MMR have dedicated themselves. The school also appreciates that not every child learns in the same manner, and so it has committed to providing instruction that is aligned with learning styles, talents, and capabilities. However, with an awareness of the multitude of gifts that each child possesses, the school also concedes that some of those gifts require support or enrichment in order to be fully evident and well established. Such support could be difficult to implement in everyday classes.

Following an in-depth study of children's needs, and examining the feasibility to financially support a program of its own, in 2016 MMR initiated what has become known as the Ready Room Program. This initiative was the first of its kind in the Archdiocese of Philadelphia, and has subsequently become a model for others in the archdiocese. The function of this program is to identify, address, support, and resolve the issues of struggling students, especially those identified as having explicit deficiencies. The identification of these students comes from the collective parts of teacher input, standardized testing results, and classroom observations. The program focuses on foundational subjects and provides students with specific and individualized support. One of the hallmarks of the Ready Room Program is that students in the class follow the same curriculum that is being covered in the general education classroom at the same time that subject is being presented. What makes a difference is that the Ready Room students experience an individualized approach and adaptive methodologies.

Serving students in grades K through 8, this dedicated program is under the direction of a fully accredited and qualified team leader, who is supported by qualified and accredited instructional assistants. All members of the staff in the Ready Room are Wilson Trained and certified Reading Educators. A Care- Team model comprised of other school professionals, from various grade levels, oversees the plans for instruction so as to ensure the appropriateness of that planning. The program also provides support to those students in need of organizational and study skills, and provides alternatives for test-taking. With approximately thirty plus students a year, the Ready Room has experienced great success as evidenced by the students who have been able to return to the general education classes with only minimal support necessary.

Mary, Mother of the Redeemer School does not believe in the isolation of students with needs from the general school population when reporting standardized test scores. There are no "sub-groups or special populations" when it comes to the collection and reporting of test scores. The philosophy behind this practice is that all students, regardless of achievement, are members of one body and that the full-inclusion of students in testing results will present the best and most accurate picture of the school's strengths and weaknesses, which can give a truly authentic portrayal of the overall general health of the school.



## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Mary, Mother of the Redeemer School works diligently to recognize and reinforce the academic, social, and emotional growth of its students. The school firmly believes that in order for children to thrive, they need to know they are valued, that they have potential, and that they matter. No child should fit a mold, no expectation should be the same, and no limit should be set when guiding students through their developmental years.

Because accomplishments cannot always be measured by typical assessments, MMR School adopted what is known as its Second Chance Learning. When learners fall short of anticipated passing grades, teachers present those students with the opportunity to revisit and understand difficult material. Through an established procedure of conferencing, individualized instruction, student focus, and alternative assessment, those students are supported in their academic gains as they realize achievement in another form. At MMR, children are not made to learn in the way instructors teach, but rather teachers are made to instruct in the ways that children learn.

As a Pre-K through eighth grade school, MMR presents numerous opportunities for social interactions and the development of sustained advancement in the promotion of strong, social growth. Through its Prayer Partner and Buddy Program, students in the lower grades connect with those of the upper grades to not only share spiritual experiences, but to unite on projects, presentations, and holiday occasions. These connections allow the older students to take on leadership roles and in turn, younger students understand how to develop patience, verbal skills, and understanding. Furthermore, a language of kindness has become palpable throughout the school as students readily recognize one another as they pass by and acknowledge others with a smile, a kind word, greetings, and handshakes.

Fostering emotional growth in children can be challenging but at Mary, Mother of the Redeemer School the school-wide adoption of a Growth Mindset has facilitated positive attitudes, self-assuredness, and a can-do spirit. Mistakes and hurdles are acknowledged as a normal part of the process. Where failure was formerly considered defeat, it is now accepted as simply “not yet”, as a valuable component of learning. Teachers employ strategies to help students foster a constructive outlook on education, and the emphasis has been shifted to the use of positive and encouraging language throughout the school. At MMR, a Growth Mindset is the language of the land.

One of the greatest qualities of MMR is the support the teachers provide to one another. The relationships among faculty members deeply contribute to a positive school culture. Through open communication and constructive feedback, teachers and administration encourage one another to become progressive educators. Teachers are provided common planning times to allow for collaboration. This simple adjustment has proven to be most beneficial and supportive to the school environment. The positive and regular communication between the principal and faculty significantly contributes to the realization of value and support.

### **2. Engaging Families and Community:**

Because of its dedication to the development of relationships, MMR School readily recognizes the family as the most critical component of students’ bonds and works at all times to maintain connections with families. Since the school’s inception, MMR has enjoyed a supportive and active relationship with its Home and School Association (HSA). This organization of parents meets with the principal on a regular basis to develop engaging programs and events for the children, to schedule informative and educational professionals as continuing education resources for parents and teachers, and to support objectives that will enhance building maintenance and promote school goals. At its general meetings, the HSA establishes time for the principal to communicate to attendees any updates, information, standardized testing results, or school issues in general in order to keep everyone well informed. Off-site events planned and organized by the Home and School Association are designed to bring together families and school staff to further foster

the relationship of all members.

Involvement of parents in a supportive manner for activities within the school day is critical to making programs work at MMR. The school firmly believes that when children see parents actively present at the school, it serves as tangible evidence of the joint conviction of school and family to work towards a common purpose. Parents serve as designers, photographers, planners, and editors of the school yearbook. They coordinate celebrations for Catholic Schools Week, graduation, dances, 8th grade breakfasts, and teacher recognitions. Annually, their work culminates with the end of the year picnic, an event that welcomes all family members to join in celebration. The overall work of the HSA is one of the greatest assets to MMR.

Engagement with families and community members, however, is not limited to the affiliation with the Home and School Association. Parents, as well as members of the neighboring business community, actively participate in the School Advisory Board. These delegates work to recommend, guide, and counsel the pastor and principal in matters concerning advancement, development, technology, planning, and more. Their collective opinions and expertise are invaluable in presenting diverse perspectives that help formulate the most comprehensive approaches in addressing pertinent issues. The school's collaboration with surrounding universities presents additional opportunities to involve nearby institutions. Aspiring student teachers are welcomed into the school, and under the mentoring of MMR's master teachers, are guided in methodologies and real-life experiences. MMR appreciates that the future of education relies on the development of sound instructors and that it is fortunate to be able to assume even a small part of such a noble cause.

### **3. Professional Development:**

At Mary, Mother of the Redeemer School, professional development is multi-faceted and aligned with standards and yearly academic goals. The structure varies among invited speakers from academia, to speakers provided by the Montgomery County Intermediate Unit, to webinars suggested by faculty and administration, to the reading and sharing of professional literature suggested from the Association for Supervision and Curriculum Development (ASCD) or National Catholic Educational Association (NCEA). Through these avenues of instruction, information is shared and both the faculty and administration have a better awareness and understanding of proven practices and applications.

Experiences for the faculty in continuing education extend beyond the school day and school year. Teachers seek out webinars that will assist them in gaining knowledge of a standard or a method to assist students in their mastery of that standard. Faculty participates in the webinars and then shares the information with others in their grade level or academic area. Additionally, faculty members and the administration participate in professional development opportunities offered throughout the summer. The Connelly Foundation, as one example, offers multi-day technology workshops that engage participants in gaining knowledge of various technology topics, particularly in Google Suite. MMR School has been fortunate to have several of its own faculty members act as presenters and instructors at this archdiocesan-wide forum. These first-hand experiences enable the transmission of information and techniques to be seamless when guiding the students of MMR for their own educational use. The successful implementation of the uses of Google Suite at MMR has enabled both faculty and students to experience the multi-faceted benefits of Google Suite, making collaboration among faculty effortless, and feedback to students meaningful and productive.

Professional Development at MMR is designed to be meaningful, systematic, and applicable. When the school began to investigate approaches in developing Mindfulness and Growth Mindset as objectives for both teachers and students, it began by studying research in both areas. Following collaborative discussions among the faculty on both topics, the administration arranged for a professional development expert in both areas. This leader, provided by the Intermediate Unit, worked with the faculty for a year on the most appropriate approaches for the adoption and implementation of developing awareness of mindsets and mindfulness in the faculty themselves. Once the educators realized a level of comfort in the embracing of both areas, the ability to guide their students along the same paths was relaxed and familiar. Both

Mindfulness and a Growth Mindset continue to be part of the everyday vernacular at MMR, helping to bolster the student-teacher relationship as well as everyone's personal relationship within themselves.

#### **4. School Leadership:**

Mary, Mother of the Redeemer School is under the direct leadership of the school principal, supported by the parish pastor. As compassionate leaders, they guide the school community in the virtues of Faith, Hope and Love. Both the pastor and principal build relationships that foster an environment of academic, social, and emotional growth for all faculty and students. The leadership has established the school Advisory Board consisting of community business leaders, parents, and Advancement Director. Although not policy creators, their input is appreciated and recognized.

In building relationships for student achievement, school leaders provide programs and resources that meet the needs of 21st Century Learners. A need to assist students with learning gaps led to the inception of the "Ready Room". The fruits of this program have provided students with academic and much-needed emotional success. MMR's most recent initiative is the development of the Innovation Lab, which opened in 2018, and challenges students to tackle the United Nations Sustainable Development Goals while modeling the STREAM design process.

Mutual respect is at the core of the relationship between faculty and administration. The principal values and encourages collaboration and out-of-the-box thinking to pursue new ventures both at the classroom and school level for the advancement of student achievement. The principal recognizes that the free exchange of ideas is not self-serving but rather student centered; therefore, such exchanges are encouraged and supported. Tangible evidence of this can be found in the openness to institute flexible seating. Administration and staff were in agreement that the most appropriate approach to some behavioral needs of students could not be met in traditional seating. The financial and moral support to convert classrooms to flexible seating was realized. Additionally, the participation of faculty in national convention forums as presenters, technology institute instructors, and as archdiocesan curriculum chairs, are all encouraged because their focus is ultimately upon student advancement.

The principal, in conjunction with the faculty and staff, crafted the student and faculty handbooks. The set policies in these handbooks are overseen by the principal with the recognition that this learning community is a place where children make mistakes and grow through these mistakes. Each situation is a teachable moment. The school's leadership ensures that policies, programs, relationships and resources focus on student achievement as they seek to recognize the positive in all circumstances. The leadership team promotes a safe environment, fosters positive social growth, and guides students for their role as global citizens.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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The most instrumental practice at Mary, Mother of the Redeemer School which is directly relatable to its success, is the willingness of all stakeholders to embrace change and innovation equally. With a collegial atmosphere and the enthusiasm to make things happen, the faculty and administration share suggestions and advances as possibilities for positive improvements and modernizations to the school's overall academic success. Healthy relationships among the educators have stimulated originalities which in turn have created opportunities for student achievement.

Initiatives are introduced at various levels and in assorted curriculum concentrations, always with the totality of the school in mind. In 2010, one of MMR's teachers introduced the school community to Odyssey of the Mind, an innovative problem-solving experience which competed with teams from other Odyssey programs. With the inclusion of parents as coaches, the instructional staff of the school joined forces to help guide and support groups from all grade levels through local and state-wide competitions. In only its second year of competing, MMR placed third in the World Competition. As it continues today, this program has impacted countless students in the most positive manner, allowing them to utilize talents not always demonstrated within regular educational settings.

The recent installation of the Innovation Lab is another testament to initiatives taken by staff members that resulted in a school-wide, academic program encompassing learning across the curriculum. The planning and preparation necessary to make this successful was possible because of the staff's ability to be open, flexible, receptive, and reciprocal. One teacher's inspiration was sparked by a forum that was attended at the National Catholic Education Association Conference. This led her to the sharing of possibilities for MMR. Over the course of only one summer educators planned, developed, presented, and ultimately executed a unique school-wide approach in the appreciation of the United Nations Sustainable Development Goals. The continued cultivation of the Innovation Lab will enable all students of MMR to be able to demonstrate individual ideas and talents, while working in healthy group relationships with fellow classmates.

Collegial collaboration for the benefit of student progress, achievement, and personal bests is further fostered by the sharing of instructional ideas and practices during teacher evaluations. The administration challenges the faculty to isolate one new strategy they have found to be of value, and then to present those strategies at a faculty forum. This alternative approach by the administration to the evaluation of teacher productivity and effectiveness has led to the collection of an abundance of approaches which all stakeholders can use as positive tactics on individual levels.

At the heart of it all, and what makes Mary, Mother of the Redeemer School successful is the school's ability to develop, foster, and maintain relationships. Because an authentic commitment to others has been made, the freedom to be collegial in the search for innovation of ideas has flowed forth naturally, making all students the beneficiaries of genuine care and commitment.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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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?      \$5155  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1776

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      7%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      8%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 3  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	639.5
Number of students tested	48
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	668.7
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	690.2
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	708.6
Number of students tested	60
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 7  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	720
Number of students tested	73
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 3  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	663.7
Number of students tested	48
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	673.5
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	681.4
Number of students tested	75
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

**Test:** Terra Nova 3  
**Publisher:** DRC/CTB

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Mar
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Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2011

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**Grade:** 7  
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<b>SUBGROUP SCORES</b>	
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Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**