

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	17	17	34
K	10	23	33
1	23	27	50
2	21	21	42
3	26	22	48
4	20	26	46
5	26	33	59
6	32	34	66
7	22	38	60
8	29	39	68
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	226	280	506

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 1 % 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: 1%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2016	547
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(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: 3 %
 Total number students who qualify: 14

8. Students receiving special education services: 9 %
47 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>23</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</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: 1

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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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	98%	98%	98%	98%	98%
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. 2006

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

Immaculate Heart of Mary School partners with parents to provide a quality Catholic education for students, fostering their spiritual, physical, emotional, social and educational development.

PART III – SUMMARY

Immaculate Heart of Mary School (IHM) is a 2006 Blue Ribbon PS-8th elementary school located in suburban Burlington, Kentucky, which is twelve miles south of downtown Cincinnati, Ohio. It was established by Immaculate Heart of Mary Parish in 1962, and is under the direction of the Diocese of Covington and the Department of Catholic Education, under the leadership of the bishop and superintendent of the Diocese. IHM is one of the largest elementary schools in the Diocese, with a current enrollment of 505 students. The school has a 3% Free and Reduced Lunch participation. Its population is 93% Catholic and 99% Caucasian. The longevity of the parish has led to a steadfast commitment to Immaculate Heart of Mary School and its ongoing service to the surrounding community.

IHM's pastor, parochial vicar and two permanent deacons are the spiritual leaders of the parish who partner with the school's faculty and staff to nurture spirituality. The school principal and assistant principal are in continuous collaboration with the parish leaders to form all students in their Catholic faith. The administration also includes an administrative secretary and a business manager. The school is also assisted by a part-time counselor and a full-time licensed (LPN) school nurse. There are 27 full-time teachers, which include Music, P.E., Art, Spanish, and Computer, as well as six part-time teachers. IHM employs three full-time instructional aides, as well as two part-time instructional aides. Two instructional specialists provide individualized instruction for strategic and gifted learners throughout the school. These specialists are vital to the success of IHM's Intervention Blocks, which have directly impacted student-driven instruction, achievement and ultimately, standardized test scores. This success is evidenced by the growth shown in standardized test data.

The mission of IHM is “to partner with parents in providing a quality education for its students, fostering their religious, physical, emotional, social, and educational development.” This mission is reinforced within the school by using the SAINT acronym: Serve, Achieve, Involve, Nurture, and Transform. Service projects are promoted at multiple grade levels through Creating Leaders Crew and Student Council, yearly parish service opportunities, and multiple collections for various charities. Students ACHIEVE through multiple academic groups such as Academic Team, National Junior Honor Society, and advanced English and Math classes offered in the Junior High. Students INVOLVE themselves in multiple sports programs, Drama Club, Choir, and attending the vibrant middle school youth group. Through faith assemblies, STEM/Literacy Nights, Intervention Blocks, and numerous other activities, students are NURTURED and TRANSFORMED in their faith and academics.

IHM is accredited through the Kentucky Non-public Schools Commission, Inc., and Kentucky State Board of Education recognizes their accreditation. The most recent accreditation review in 2014 noted the following strengths: IHM is strongly rooted in passing on the Catholic faith to students, prioritizes student learning through its Intervention Blocks, and is committed to a team approach through a Professional Learning Community (PLC) framework. The faculty and staff were commended for their ability to utilize data to drive instruction, for supporting all learners' needs, for providing opportunities to develop the whole child, and for offering daily prayer experiences.

IHM School's strategic plans stem from the accreditation recommendations, which were to consider funds to update textbooks, continue adding technology, add Music to the curriculum, and add a certified Spanish teacher to the Spanish program. Since this review, new textbook series have been purchased and updated for K-8 Math, 6-8 Literature, 6-8 Social Studies, and IHM is currently adopting a new Science series for 3-8. The school has grown greatly in the use of technology. There are 50 iPads available for K-5 classrooms, and a 1:1 Chromebook initiative in the Junior High. IHM has implemented an EV3 Robotics Program for 5-8, and a WEDO Robotics Program for K-4 to enhance STEM-based learning. Every classroom is equipped with projectors and Mimio systems. Since the review, Music has been added to the Specials rotation, as well as a certified Spanish teacher to head the Spanish program.

Since winning a 2006 Blue Ribbon award, IHM has embraced the PLC ideology, a positive behavior intervention system, and created the Education Advisory Board (EAB) and Principal's Advisory Committee (PAC). Through Xavier University, teachers have attended PLC Cohorts for the past nine years. By

building knowledge of PLC, IHM created an Intervention Block system, vertical and horizontal alignment teams, and a list of essential skills, all while strengthening Tier 1 instruction with best practices. The Junior High participates in a House System that competes by earning positive behavior points. Students throughout the building can earn Saint Code Cards, and elementary classrooms use clip charts to monitor behavior. IHM's EAB and PAC groups were established in 2015 in order to provide continual advisory input at all levels--teachers, principal, and community.

The goal of IHM is to continually reach higher.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Immaculate Heart of Mary (IHM) aligns curriculum with the Diocese of Covington and with Common Core State Standards. By establishing a Professional Learning Community (PLC), each grade level dissects both sets of learning standards and establishes essential learning skills that must be mastered by the end of each grade level. These foundational skills are also aligned within the PLC process to make sure they are fluid among all grade levels. Grade levels follow the steps of pre-assessment, formative assessment, and summative assessment to make sure each student is learning at the highest level. IHM not only focuses on academic performance, but is a faith-filled educational atmosphere that ensures all students grow in their education and faith life.

The IHM preschool program focuses on getting students Kindergarten-ready through introducing not only academic skills, but also developing students spiritually, emotionally, socially, physically, and academically. Students are introduced to letter recognition, letter formation, and sounds, as well as, math concepts of number recognition, identifying shapes, and making patterns. The preschool program also strengthens fine and gross motor skills.

Within primary and intermediate grades for Reading and Language Arts, IHM School follows Reading Street (which is aligned with Common Core State Standards) along with Orton Gillingham, the basis for phonemic awareness. The Reading curriculum is based on a spiral approach where skills are introduced and reinforced throughout the year. This gives students an opportunity to strengthen these essential skills. The Reading Street series is fluid among grade levels and includes reading, language, writing, and spelling skills. Response to Intervention is woven into the program ensuring that academic success is achieved through differentiation. Student learning is individualized--catering to strategic, on-level, and extension learners.

As students make the transition into Junior High, the classes are differentiated, and advanced classes are offered for those students who qualify. Teachers use Pearson Literature Textbook, Flocabulary vocabulary, Read Theory, and class novel units to teach aligned curriculum. In collaboration with reading skills, teachers incorporate writing that focuses on traits used in narrative, expository, and persuasive writing pieces. Teachers also include supplemental materials to engage students. For example, teachers use Quill.org to promote language mastery that can be self-paced, and Accelerated Reader to address independent reading needs. This same program is utilized for a summer reading enrichment program for grades 3 – 8.

For grades K-6, the Go Math series follows Common Core Standards, which is aligned with the Diocese of Covington's Mathematics Curriculum Framework. This curriculum uses essential questions and big ideas to guide each lesson. The overarching goal is depth of knowledge and mastery of skills. Like the Reading program, Go Math spirals--revisiting essential skills and providing differentiation to all learners. Teachers supplement with computation and critical thinking questions to develop math sense, emphasizing fact fluency and problem-solving skills. Junior High also differentiates classes based upon mastery of math concepts. 7th and 8th grade use Glencoe Pre-Algebra and Algebra I curricula that align with the Go Math Series.

The IHM Science curriculum is also aligned with Diocesan standards, as well as Next Generation Science Standards. In primary grades, teachers integrate science into the Reading Street program. For grades 4 – 8, Science is considered a core subject class that focuses on hands-on learning including STEM, robotics, and labs that include dissection, using both real and virtual microscopes. Programs are utilized to supplement curriculum such as Sanitation Water District for storm water runoff education, Conservation, Camp Joy Astronomy, the Kentucky Engineering Exposure Network, and the Cincinnati Zoo. These resources are employed to enhance student learning and make it as hands-on and related to real world as possible.

The Social Studies standards are aligned with the Kentucky Academic Standards. The primary grades focus on teaching the students how to be productive, caring citizens who serve others. As students move into

intermediate levels, this ideology is still emphasized, but students also focus on the history and geography of the United States, supplemented with simulations and project-based learning. In junior high, students use History Alive, a teaching for the 21st century Social Studies curriculum, to learn about world history from ancient times to present day. 4H is also integrated in the classrooms, as well as a Geography Bee, Wax Museum, and Document Based Questions for primary sources. IHM students receive daily religious instruction and attend Mass two times a week. The Religion curriculum follows the Diocesan series, Blest Are We. IHM students deepen their understanding of their faith by learning about the Sacraments, the Ten Commandments, and how to live a virtuous life.

At IHM, the curriculum is aligned vertically and our essential skills are constantly revisited to ensure students are prepared for the next grade level. There is a school-wide essential skills document that is followed, which also includes a pacing guide. Each teacher individualizes student learning by teaching to students' learning styles coupled with differentiated instruction.

2. Other Curriculum Areas:

Immaculate Heart of Mary's curriculum is enhanced through an extensive fine arts program, which includes music, art, technology, Spanish and physical education. The ultimate goal is to help students reach their individual potential by fostering their spiritual, physical, emotional and academic development.

Students, in K-8, receive art class once a week for a 40 minute period. IHM's art teacher has a passion for instilling in all students an appreciation of art. She inspires students to uncover and utilize their often hidden artistic talents. In keeping with our growth mindset philosophy, students are encouraged to take risks in art class. Last year alone, IHM had students who won both Diocesan and district art competitions. IHM's art program focuses on a variety of mediums and overall art appreciation. There are two after school art clubs offered to students: one focuses on the skills of drawing and painting and the other has a focus on textile and sculpting. Students' masterpieces are showcased each spring at our annual art exhibit.

Students at IHM attend Music class once per week for 40 minutes. The emphasis is predominantly on music appreciation. Throughout music classes in K-3, students are expected to demonstrate basic rhythmic patterns. In grades 4-8, the emphasis shifts to teaching IHM students to read, write and demonstrate their music ability on a piano/keyboard. The study of musical periods and music history is also emphasized. They are also introduced to the periods of musical history. Music is tied in as an "art," and students begin to see the connection between music, art and other forms of fine arts. Finally, the students' God given instrument, his or her own voice, is also a focus for the students as they explore their own vocal range and understand that it can be an "instrument" in a piece of music.

Physical education classes are attended by every student once a week for 40 minutes. Characteristics that are fostered are: a good attitude, 100% effort, cooperation and team building. At IHM, fitness is taught by engaging students in a wide range of age appropriate activities that are aligned with national and state standards for physical education instruction. The main goal of PE class is to help develop well-rounded and physically fit students.

IHM students, from Pre-K through 8th grade, are enrolled in Spanish class. IHM is in compliance with the program's foreign language requirements, as well as aligned with the school's essential skills. Each grade level attends class once per week for a 40 minute session. Through a multisensory approach, students learn an appreciation for other Spanish speaking countries and their cultures. By utilizing the TPR Method (Total Physical Response), the instructor has familiarized students with basic commands. In addition to the textbooks and workbooks that are used from Kindergarten through 8th grade, the use of Realia (authentic materials) is implemented in order to ensure that the students are experiencing the language in a real-world setting. Students view age-appropriate news clips, music videos, and excerpts from contemporary television programs. Through these sources, our students are able to access vocabulary from a broad range of topics, and are not limited to basic classroom vocabulary. The Spanish classroom also contains a large selection of books such as history, culture and religion in Spanish for the students to check-out and take home to read.

Knowing the importance of digital technology in the 21st century, IHM students become proficient in the most cutting edge technology skills. Technology is taught at IHM for kindergarten through eighth grade.

The computer lab consists of 30 computers. Students in K-5 have a variety of technology available such as computers, Chromebooks, Smartboards, document cameras and iPads. The junior high has implemented a 1:1 technology using Chromebooks. Every student in grades 6-8 utilizes his or her Chromebook as an integral part of daily instruction. IHM's technology curriculum involves teaching younger grades, K -5, the basics of the computer, introducing the keyboard, Microsoft Office and digital citizenship. In junior high, students strive to become competent in keyboarding, all Microsoft Office products and Google technologies they also continue with web design, coding and digital citizenship. IHM's goal is not only for its students to master technology skills, but to teach them a safe and responsible way to integrate it into their daily lives.

3. Instructional Methods, Interventions, and Assessments:

Immaculate Heart of Mary School is a Professional Learning Community (PLC). The administration and majority of teachers have been participating in the PLC program at Xavier University in Cincinnati, Ohio for several years. Being a PLC school drives the instructional compass for all teachers and students. Collaboration between teachers within a grade level and the vertical grade levels is standard at IHM. Grade level teachers meet at least once a week to discuss curriculum, student progress, and stay abreast of current issues. Teachers also meet with other grade levels once a month to vertically align curriculum.

Response to Intervention (RTI) plays a vital role in student success. IHM is a data driven school, using skill by skill assessments to drive instruction and interventions in order to meet individual student needs. IHM has two certified teachers serving as Intervention Specialists who have received extensive training in a variety of instructional methods, such as Orton-Gillingham, RTI/PLC certification, differentiated and tiered instruction. An Intervention Block is a part of every IHM student's weekly schedule. Using data from core instruction and/or standardized tests, such as MAP and Terra Nova, achievement gaps are analyzed and broken down into identifiable skills that need reinforcement. Areas of weaknesses and strengths are spotlighted at the individual, grade and school-wide level. Students are given a common assessment that focuses on the chosen skill. Results are analyzed and students are placed into one of three groups, Strategic, On-Track, or Extension. The strategic group consists of students who have not achieved the benchmark level for this skill. The on-track group are students who have benchmarked for the skill, while the extension group is made up of students who demonstrate superior achievement. Teachers incorporate instructional methods catered to meet the diverse needs of all types of learners: visual, auditory and kinesthetic.

Differentiated teaching methods are used during Tier I instruction, but especially during Intervention Block. Teachers use many manipulatives and forms of technology such as: iPads, Chromebooks, smart boards, Mimios, and the computer lab. During Intervention Block, IHM's specialists, along with the most qualified teacher from each grade level team, work with the strategic group implementing research-based interventions. This low student/teacher ratio in the strategic group ensures intense, individualized instruction for struggling students. The students in the on-track group still focus on the specified skill to reinforce learning. The teacher expands learning along parallel platforms with learning centers. The extension group goes beyond the average norm for the grade level with enrichment activities expanding students' breadth of knowledge. Students are continually challenged, using strategies from higher levels of Bloom's Taxonomy to extend and enrich their understanding. They focus on creating, evaluating and analyzing in order to deepen their knowledge and make real-world connections.

After a few cycles of Tier II intervention, the strategic group is administered the same common, formative assessment to measure a student's individual growth and teacher effectiveness. Teachers and specialists collaborate to reflect on the data and adjust instructional strategies to ensure all students' success. Those students who reach the benchmark are graduated into the on-track group. The intervention cycle continues until the number of students in the strategic group is reduced to 3-5% of the overall population. These students are transitioned into Tier III research-based interventions to continue working on the skill. Then, a new essential skill is chosen, assessments are given, and the students are divided into appropriate groups. Student progress with each skill is measurable and aids in driving instruction.

Immaculate Heart of Mary School strives to be one of the best schools in the nation by helping its students achieve high levels of success. The implemented instructional methods, interventions, and assessments, along with the core and specials curriculum, provide the framework of an educational community that is

progressive and high achieving. As students' needs become more and more diverse, this highly-effective RTI approach enables IHM School to be as inclusive as possible, while helping every student meet their academic potential.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Upon entering Immaculate Heart of Mary School, one will immediately recognize its strong sense of family, faith, and community. IHM provides a positive and engaging learning environment where a variety of learners are supported. Teachers strive to use best practice strategies in the classrooms to motivate students to reach their full learning potential. Offering differentiated instruction is IHM's top priority throughout the curriculum. By advancing technology through the 1:1 Chromebook initiative, along with access to iPads, teachers have been enabled to deliver 21st century, state-of-the-art lessons to prepare students for a digital world.

To foster a positive environment that nurtures the academic, social, emotional, and spiritual development of every student, a school-wide faith theme is chosen each year that is integrated into all aspects of our curriculum. For the 2016-2017 school year, the theme was Making God Visible. Students focused each month on a specific virtue that helped to make God visible in the students' daily lives. Faculty members are continually challenged to bring this chosen theme into their classrooms. In addition, students can earn Saint Code Cards. These cards reward students who model the following tenets of faith: Serve, Achieve, Involve, Nurture, Transform. Students are recognized for their exemplary acts of faith. IHM spotlights faith by awarding Saint Awards to students who embody those virtues of faith. Students are recognized for their academic excellence through National Honor Society, Commonwealth Scholars, Duke TIP, and IHM Honor Roll. It is the goal of IHM to foster the total development of each child so that they are formed in both academics and in faith.

Faculty enrich their own faith lives through faculty retreats, Monday morning prayer huddles, daily prayer reflections and Masses/rosaries. In a partnership with the parish, IHM has established an Educational Advisory Board (EAB) to better align communication and provide support for ongoing improvement within the school. This board consists of the pastor and a variety of parishioners who have a vested interest in the school. Selected faculty serve on the Principal Advisory Committee (PAC), which consolidates communication from faculty to be addressed by the EAB. This, therefore, provides a mutual, direct line of communication and support, which, in turn, benefits both parish and school.

2. Engaging Families and Community:

IHM employs a variety of strategies to partner with parents and the local community to help maximize student success and school improvement. Parental involvement is the foundation of the school culture and helps to develop and deepen each student's Catholic identity.

The school connects with parents using the monthly school newsletter and the Sycamore school management system, which communicates academic progress and students' vital information. Grade levels also send home weekly newsletters that notify parents of upcoming curriculum and important school highlights. IHM facilitates bi-monthly PTO meetings where parents take an active role in the school community. Other communications include daily school emails, Facebook, IHM website, and the Diocesan Messenger newspaper.

In partnership with its Diocesan feeder school, St. Henry District High School, students can enrich their learning in Algebra by earning high school credit on their campus. These students are placed on an advanced track based on their standardized test scores. Students are also able to participate in other St. Henry programs such as athletics, fine arts and faith building opportunities. IHM and Boone County Public Schools collaborate to provide academic support services and evaluations for those students who qualify. More specifically, a Boone County speech therapist serves IHM students who qualify for her services.

Students are provided opportunities to do service learning projects through both the school and community. The Creating Leaders Crew (CLC), National Junior Honor Society (NJHS), and Student Council complete service projects that sponsor collections of backpacks and sleeping bags for the homeless, host a toy drive,

and collect food for St. Vincent DePaul. As an entire student body, faculty and parish, IHM packed 93, 312 meals through the Feed My Starving Children program, sponsored by Cross International for families in El Salvador.

Additional opportunities for students to become better connected with members of the community include: Junior High Play, Veterans Day Prayer Service, Catholic Schools Week, Academic Competitions and Showcases. IHM students also participate in a variety of community-based contests such as the Elks' writing contest, 4-H speeches, and Conservation poster contest. IHM strives to build a strong relationship with the surrounding community. Students are taught to give back to the community by being active, civic-minded citizens.

3. Professional Development:

IHM teachers work with the administration to determine the most beneficial professional development for both student learning and their own professional areas of growth. Student assessment data and guidelines from the Diocese of Covington are considered when determining professional development options. A key component to the ongoing professional development is the Xavier University PLC (Professional Learning Community) Cohort. Each year, two teachers are chosen to participate by attending monthly meetings and assuming a lead role in implementing and fine tuning the PLC process. They are trained in the latest PLC methodologies, and through their collaboration with other members of the Cohort, they gain valuable insight into the most innovative strategies within education today. These Cohort representatives then become the local subject matter experts who facilitate the continual growth of IHM School in the PLC process.

Along with PLC professional development, IHM teachers participate in a variety of other development opportunities throughout the school year. During the 2016-2017 school year, teachers attended professional development on Go Math, Pearson Literature, Energy Transformation, Classroom Management, PBIS (Positive Behavior Intervention System), and Lego Robotics. Students are directly impacted by each of these sessions as teachers return to the classroom empowered to create engaging lessons. After a group of teachers in K-8 attended the University of Kentucky Lego Robotics professional development, they subsequently trained the rest of the faculty. Since then, all students in K-8 have been engaging in STEM robotic activities throughout the school year. PBIS is another development program that made a major impact on every student and teacher at IHM. Last year, the entire faculty spent a full day evaluating every aspect of IHM School in order to set clear behavior expectations geared toward providing a positive, nurturing environment. All teachers across the school now use PBIS as part of their classroom management. In addition, the administration attends an annual leadership conference as part of their professional growth plan.

As Catholic educators, IHM teachers constantly strive for spiritual growth alongside the academics. During the 2016-2017 school year, the faculty participated in a social justice retreat calling teachers to be the hands and feet of Christ within the community. They also attend a yearly faculty retreat on campus that includes Diocesan priests and deacons as a day of self-reflection and prayer.

Each of these professional development experiences has made a positive impact on student learning, which can be supported by the consistent and documented increase in standardized test scores.

4. School Leadership:

Immaculate Heart of Mary School administration is committed to a transformational leadership philosophy. The foundation of this philosophy supports leaders who are empathetic, passionate and enthusiastic while being focused on helping all members of the faculty be the best version of themselves possible. Through this strong vision, the IHM administration strives to inspire teachers to raise student expectations and motivate them to work toward achieving learning goals. The administrators foster positive relationships at all levels within the school and challenge the faculty to explore innovative strategies that directly impact student learning. Administrative expectations of faculty members include mutual trust and respect, and direct lines of communication are maintained via an open-door policy.

The IHM administration fosters this transformational philosophy through the implementation of the Positive Behavioral Intervention and Supports (PBIS) system. There are clear expectations set and followed throughout the school for all stakeholders. Policies are clearly defined, written as expectations and posted throughout the school. This is the proactive approach in which behavioral expectations support the overall school culture aimed at social, emotional and academic success for all students. Another philosophy embraced by IHM school leaders and community is a growth mindset. Unlike a fixed mindset where students' intelligence and talents are stagnant traits, the growth mindset supports the idea that through hard work and dedication, student can achieve. Studies show when a person's focus is shifted from a fixed to a growth mindset, increased motivation and overall achievement are attained. This school-wide shift in mindset has enabled the administration to instill a love of learning in all students, thus making them lifelong learners willing to take risks.

IHM's Catholic identity calls individuals to be Christ to others. The IHM administration has adopted a servant-leader heart, in addition to the overarching transformational ideology. Administration continually offers opportunities for spiritual growth, both individually and as a faculty "family." By keeping communication open and continually inviting teachers to share their joys and burdens, an overall feeling of support is attained where all members are valued. As a result of this positive relationship, teachers inspire their students to be Christ to others each day.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

As a 2006 Blue Ribbon recipient, Immaculate Heart of Mary School continues to evolve and improve over time. One educational ideology that has led to the overwhelming growth of the school is the involvement in a Professional Learning Community initiative. Teachers have become educated in this philosophy through their partnership with Xavier University's PLC Cohorts for the past nine years. Two faculty representatives participate in the Cohort each year to collaborate with similar schools in the Tri-State area, and then bring that knowledge home to direct IHM's annual SMART goal plan. Through this opportunity, the faculty's mindset has shifted to create a student-centered, collaborative approach where data drives daily instruction. Using the data from formative assessments, grade-level teams can quickly identify students in Tier 1 settings who have mastered specific skills and those who need strategic interventions. Those students not achieving mastery, are placed in an Intervention Block to work with instructional specialists in a small group setting. Those students achieving mastery are then enriched in extension activities.

Through the PLC process, IHM has transformed from a classroom island mentality to working, collaborative grade level teams. These grade level teams meet weekly to discuss the following: student data that drives instruction, essential skills, formative and summative assessments, strategies for improving Tier 1 instruction, and ways to best utilize Tier 3 Intervention Blocks and resources. During this meeting, teachers follow established team norms that keep them focused on student learning and data, and not the logistical needs of a grade level.

In addition to the weekly meetings, the faculty also meet monthly as vertical content teams. Established norms are once again utilized to focus the discussions on the following topics: alignment of our essential skills, curriculum pacing guides, and effective Tier 1 best practices.

IHM's PLC journey has elevated its faculty's understanding of student learning and achievement through application of best practices. Overall, IHM School is immersed in the philosophy of meeting the individualized needs of every learner and helping them reach higher to achieve their fullest potential.

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? \$5000
(School budget divided by enrollment)

4. What is the average financial aid per student? \$245

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? 13%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 3
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	52
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 4
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	67
Number of students tested	60
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 5
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	65
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 6
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	63
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 7
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	69
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 3
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	52
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 4
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	60
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 5
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	80
Number of students tested	65
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 6
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	85
Number of students tested	63
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
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB McGraw-Hill

Grade: 7
Scores are reported here as: NCEs

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	69
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: