

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	17	28
1	14	24	38
2	14	27	41
3	17	25	42
4	7	29	36
5	20	25	45
6	24	27	51
7	21	21	42
8	18	22	40
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	146	217	363

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 6 % Asian
 - 5 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 5 % 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: 6%

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	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2016	349
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

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: 10 %
35 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>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

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	5
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 12:1

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%	97%	97%	98%	97%
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. 2001

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

Sacred Heart Schools, a community of Catholic schools, sponsored by the Ursuline Sisters dedicated to educating the whole person in academics, arts, athletics, and spirituality.

PART III – SUMMARY

Sacred Heart Model School (SHMS) has a long tradition of excellence dating back to its founding by the Ursuline Sisters in 1924. SHMS is one of four Catholic schools included in the Sacred Heart Schools community. Located on a 48-acre campus, SHMS is a private, co-educational, Catholic school, serving students in grades kindergarten through eight. The mission of the school is to educate the whole person in academics, arts, athletics, and spirituality, while incorporating the Ursuline Core values of leadership, service, community, and reverence.

The current enrollment at SHMS is 363 students. Students come from 265 families, and many are second generation students. SHMS serves students from 34 zip codes in the greater Louisville area, including southern Indiana. While SHMS remains committed to our Catholic foundation, nearly half of SHMS students identify as practicing a faith tradition other than Catholicism, indicative of our respect for the beliefs and traditions of our entire community. All are welcome at SHMS.

The priority of the school is to promote the academic achievement and personal success of each child. Teachers and administrators work closely with parents as true partners in the educational development of each student. Our vision is to be a nationally recognized Catholic community and premier character-building academic institution where teachers want to teach, students want to learn, and others want to be.

SHMS is known for academic excellence and for encouraging students and faculty to be lifelong learners. The academic program is centered on a strong high school preparatory curriculum in the major academic disciplines: language arts, math, science, social studies, foreign language, as well as physical education, religion, and the arts. Our students thrive in small classes. The average class size is 12-15 students and the student-to-teacher ratio is 9:1.

Differentiated Instruction is one of the keys to academic success at SHMS. Lessons are scaffolded and catered to meet students at their individual levels so they may reach their full potential. Dedicated counseling and learning support staff are available to meet the academic, social, and emotional needs of each student, including those with diagnosed learning differences.

SHMS teachers are committed to both teaching and learning. 87% hold Master's degrees and others are working toward this goal. Teachers regularly receive training on best practices and attend local and national conferences that enhance student learning. Full time teachers are required to obtain 24 hours of professional development each year. Teachers meet weekly in Professional Learning Communities (PLCs) as grade levels to plan integrated learning experiences.

SHMS values the academic excellence for which we are known. We are also adapting to the challenges and educational demands of the 21st century. Technology is regularly integrated as a tool in the learning process. Students understand the use of technology beyond the school setting and are given opportunities to practice real world applications of technology. The school is equipped with innovation spaces, including science labs, a TV studio, a Makerspace with coding and robotics materials as well as a 3D printer. Each classroom contains a SmartBoard or an interactive touch panel. Grades K, 4, and 8 have been renovated as classrooms of the future. Plans to renovate other classrooms are in progress. Students in grades 6-8 enjoy the use of personal iPads. Students in grades 3-5 share carts of iPads and Chromebooks, and K-3 students share iPads in carts.

In 2012, SHMS was proud to be the first Catholic and private school in Kentucky authorized as an International Baccalaureate (IB) World School for the Middle Years Program for grades 6-8. Currently, SHMS is a candidate school for the IB's Primary Years Program designed for students ages 3-12. The IB framework allows teachers to design engaging transdisciplinary curriculum that encourages students to develop independence in learning. Inquiry is a hallmark of the program, and teachers pose questions that require students to use evidence-based reasoning, critical thinking and creative problem-solving. The program emphasizes and assesses content knowledge, learning skills and personal attributes which lead students to become lifelong learners and successful citizens of the future. All teachers receive extensive

training to plan, implement, and assess using IB criteria.

In addition to a rigorous curriculum, SHMS instills strong religious and moral values that guide students throughout their lives and produce upstanding citizens. All students have a variety of opportunities for worship, stewardship, and service learning. Starting in Kindergarten, students begin practicing the core values of Community, Leadership, Reverence, and Service established by the Ursuline Sisters. Students start and end each day with prayer. Students attend mass or prayer services weekly, most often in the 100-year-old Ursuline Motherhouse Chapel. All students participate in service learning through a stewardship program that helps them leave a positive mark on the community and gain an increased empathy for others and a desire to seek change.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Sacred Heart Model School (SHMS) uses the International Baccalaureate (IB) framework to deliver a curriculum that is aligned with state and national standards. The rigorous curriculum is designed to prepare students for high school, as well as life beyond high school. The IB framework is inquiry based. Teachers pose problems and investigations that lead students to use research, problem-solving, critical thinking and communication, thus arming them with the skills they need to be lifelong learners in a globalized world. The aim of the program is to develop inquiring, knowledgeable and caring young people with adaptable skills to tackle society's complex challenges. To meet this end, the program culminates with a community project. Through service and active research, students learn about, propose, and enact solutions to needs in the community.

Civic engagement is further implemented through the school's stewardship program. Students Helping Many Succeed puts into practice the biblical teachings of Jesus Christ. Our students participate in a variety of community service projects. Whether feeding the hungry, making art with special needs children or befriending the elderly, this engagement grows the hearts of our students.

The language arts curriculum at SHMS emphasizes the interconnectedness of reading, writing, speaking and listening. The curriculum is aligned to the Common Core State Standards for English Language Arts and Literacy. All learning styles and levels are addressed through techniques including whole group reading, small, guided group instruction, student-teacher conferencing, peer conferencing, cooperative learning, and individualized digital instruction. At the primary level, SHMS lays a foundation for ELA progression. Through a Basal Reading Approach, students integrate phonemic awareness, decoding, spelling, grammar, vocabulary, and comprehension. Primary students build a skill set that progresses naturally into the literature-based curriculum of grades 4-8. Students read a variety of genre to analyze literature. Grammar and vocabulary skills are taught through direct instruction and interactive activities. SHMS implements differentiation tools such as IXL, Moby Max, Brainpop Jr., and Membean that allow learners to practice and master language arts skills at their own pace. Students use a five-step writing process to compose a variety of genre, including opinion/argument, information, research, and narratives. Critical analysis of literature, oral presentations, and writing pieces challenge students to achieve at high levels.

Concepts, computation, mastery of skills and strategies, and problem solving are the basis of the SHMS mathematics curriculum. The curriculum is aligned to the Principles and Standards for School Mathematics. Students in the primary years engage in inquiry learning using manipulatives to learn number concepts. In the intermediate grades, students encounter concrete and abstract math concepts. Integrated technology allows teachers and students to collaboratively study concepts using text and web tools. A solid foundation is created through the spiraling curriculum, which includes engaging activities that require mathematical reasoning, hands on experiences, and opportunities to demonstrate mathematical learning through writing. Students use math to investigate real-world problems that require them to select, apply, and defend multiple strategies learned in class.

Sacred Heart Model School teachers are committed to integrating science across the curriculum. This begins with explicit instruction using the Next Generation Science Standards (NGSS). Lessons are presented using an investigative, inquiry-based approach. Students acquire content knowledge by conducting investigations, participating in hands-on activities, working in teams, and incorporating interactive technology. Physical lab space supports hands-on instruction and an environment for using the scientific method to solve problems. Science Technology Engineering Math (STEM) activities integrated across the curriculum promote inquiry and higher-order thinking.

The social studies curriculum reinforces a multicultural and global perspective that will prepare students to be responsible citizens. The curriculum is aligned to the National Curriculum Standards for Social Studies. At each grade level students engage in group projects and investigations that require cooperative learning. Field trips to local and statewide destinations enhance learning and encourage civic engagement. Middle

school students participate in Kentucky United Nations Assembly (KUNA) and Kentucky Youth Assembly (KYA) where they explore and debate possible solutions to state, national or global issues. Studies Weekly, online textbooks, quality simulations, and interactive tutorials provide hands-on learning experiences for students.

2. Other Curriculum Areas:

Arts at SHMS includes experiences in both the visual and performing arts. The arts curriculum is guided by the National Core Arts Standards (NCCAS). Students in grades K-5 participate in both visual and performing arts once weekly for the entire school year. For performing arts, they choose between keyboard, drama, violin or choir. Students in grades 6-8 participate in both visual and performing arts daily for one quarter of the school year. Middle school students choose between drama, band, percussion or handbells.

The health and physical education curriculum is guided by the Kentucky Academic Standards, which are aligned to The National Physical Education Standards. All students in grades K through 5 receive physical education (PE) once a week. Students in grades 6 through 8 receive PE/ Health class daily for one semester. Physical and health education is central to the SHS mission to develop the whole child in athletics, academics, the arts and spirituality. The course focuses on learning both through and about physical activity. The course develops knowledge, skills, and attitudes that promote choices that lead to a healthy lifestyle. It also promotes an understanding of self, the development of healthy relationships, and an understanding of maintaining a balance in life.

Sacred Heart Model School is in compliance with the program's foreign language requirements. The foreign language classes at SHMS provide authentic experiences with languages and cultures. Students begin in kindergarten to explore two world languages and to learn about the cultures surrounding those languages. As a result, students gain a broad understanding and appreciation of the world and a tolerance and acceptance of the differences in people. In order to obtain fluency in a language, students must speak it, hear it, write it, and read it. The curriculum contains a variety of methods to achieve this goal. The goal of learning a world language is to prepare students for the future in a global society. The world language curriculum is guided by the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Kindergarten students explore both Spanish and French. Kindergartners receive Spanish classes twice a week for one semester and French classes twice a week for the other semester. Students in grades 1 to 3 will select a language of their choice Spanish or French and receive instruction three times a week year round. Grades 4 and 5 receive foreign language instruction four times a week. Finally, grades 6 through 8 students receive foreign language instruction every day.

The technology curriculum at SHMS is taught through the disciplines. The curriculum is guided by the International Society for Technology in Education standards. These develop skills for students to be digital citizens who can be innovative designers, creative communicators; and global collaborators. SHMS has two technology coaches. They educate teachers on methods of using technology to enhance student learning. They also come into the classroom to help students gain the skills to be knowledgeable, principled and innovative users of technology.

The library program aims to develop the research skills students need for learning across the curriculum. Students develop a knowledge and appreciation of genres to read for pleasure and for personal growth. Students develop information literacy and social responsibility through the ethical use of library materials. Students in grade K to 5 receive Library Media and Research classes once a week. Students in grade 6-8 have access to the Media Center and Resources when working on research projects. In addition, they have scheduled research classes in the media center weekly. The Library Media and Research curriculum is guided by Archdiocese of Louisville Library Media Handbook and based on the American Association of School Librarians' Standards for the 21st Century Learner.

Religious Education is an important part of the curriculum at SHMS. The religion curriculum is guided by standards developed by the Archdiocese of Louisville. Students in grades K to 8 receive religion classes four to five times a week. In addition, students participate in weekly masses. Religious education permeates all

activities in the school, from daily prayer, to Catholic perspectives on current events, to stewardship activities. Teachers in all disciplines model, teach and apply the Ursuline Core Values in all that they do.

3. Instructional Methods, Interventions, and Assessments:

Sacred Heart Model School strives to develop independent, lifelong learners who are active leaders of society. The school reaches all students through a variety of instructional methods, interventions, and assessments.

Because SHMS is an authorized Middle Years Programme (MYP) school and a candidate school for the Primary Years Programme (PYP), the International Baccalaureate (IB) framework informs our instructional approaches and methods. Our classrooms are hubs of inquiry where students are at the center of learning and teachers are helping them develop the skills necessary to find information, evaluate information, use information, and act based upon information. Teachers work together in grade level PLCs to integrate core curriculum and to tie content together under big ideas and concepts. This conceptual focus helps students connect what they are learning to the real world.

The majority of SHMS classes contain students with mixed learning abilities. Differentiated process, content and product in each classroom help teachers meet the needs of students. Varied teaching strategies include small group instruction, cooperative learning, individualized activities, direct instruction, discussion, student inquiry, manipulatives, cross-curricular activities, and technology integration.

In the event that a student's learning needs are not met in a differentiated classroom, SHMS has two Learning Support Coordinators on staff - one for students and teachers in grades K-2 and the other for students and teachers in grades 3-8. These coordinators meet with parents and teachers to write and administer accommodation and strategy plans for students who need support and for students who need to be challenged. The coordinators also meet with small groups of students for interventions and to facilitate enriched studies.

Kindergarten classrooms each have a full-time educational assistant to help meet the needs of the students by leading small groups or working one-on-one with a student. Grades 1 and 2 each have part-time educational assistants.

Sacred Heart Model School has an additional support system for students - the Office for Student Services (OSS), comprised of both counselors, both IB and curriculum coordinators, and both learning support coordinators. The OSS meets weekly to address school policies and procedures, assess student support and discuss programs, curriculum, and resources to ensure student success.

Technology is integrated into every classroom as a tool to enhance learning and to meet the needs of a variety of learners. All grade levels use digital programs for individualized instruction, extra practice of skills, and special projects. Programs like IXL, Membean and MobyMax allow students to learn at their own pace and increase student involvement in their own learning. Teachers also use programs like Google Classroom and SeeSaw to enhance the learning experience.

SHMS administers the Terra Nova assessment annually to students in Levels K-7. Results are analyzed using summary and individual reports accessed through the testing company's online reporting system. Teachers work in grade-level PLCs to review individual and class scores looking at strengths, weaknesses, and trends. They write SMART Goals to plan strategies and instruction surrounding curriculum areas that need improvement for that grade level.

SHMS follows the protocol of the Archdiocese of Louisville and administers the Assessment of Catholic Religious Education (ACRE) Exam to all level 5 and 8 students. The ACRE Exam measures students' knowledge about the Catholic faith, beliefs, behaviors, attitudes, and practices. Teachers use the results to guide instruction.

The Model School also collects measurable data from the results of the High School Placement Test, the

Acuity test for mathematics placement in high schools, and the National Spanish and French Exams.

In their classrooms, teachers use the results of formative and summative assessments to guide instruction. Formative assessments are varied and include exit tickets, pop quizzes, thumbs up and down, student debate, student reflection, writing samples, and discussion. Teachers also use digital platforms such as Kahoot, Quizlet, Nearpod, SeeSaw and Google Classroom for formative assessments. Similarly, summative assessments are varied. They include written assessments, performance assessments, oral presentations, visual arts presentations and student portfolios.

To maintain a high level of achievement, teachers continue to use best practices and attend 24 hours of professional development a year to learn new strategies and techniques to allow for students to be challenged. Our curriculum and practices are reviewed on five-year cycles by AdvancEd and by the International Baccalaureate Organization.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SHMS families share a desire for a faith-based education. SHMS is committed to motivating students to live out the Ursuline core values of community, reverence, service and leadership.

Our Stewardship Program engages students in the community and promotes their social growth. Each year, students learn about and serve groups in need in the community. As students progress through the program, they interact directly with organizations serving marginalized citizens in the community.

SHMS also has a student advisory board and a Learning to Lead program. The advisory board chooses and coordinates school-wide campaigns to address local, national and global needs. The board partners with another school in our community for one service project a year. The Learning to Lead program involves all middle school students and teaches such skills as applying for grants, reviewing grant requests, writing proposals, interviewing and presenting.

The Model School's IB program includes instruction in and modeling of skills that support the academic, social and emotional growth of students. The skills are categorized under thinking skills, social skills, communication skills, self-management skills, research skills and affective skills. Through the course of the program, students receive direct instruction in these skills, including such things as mindfulness, meeting deadlines, and practicing perseverance.

The two school guidance counselors work with grade levels to educate students on bullying, internet safety, Speak Up and Be Safe, and stress management. They take all middle school students on field trips to build group cohesiveness and cooperation skills.

SHMS students are encouraged to participate in clubs and organizations. Students can be involved with Technology Leadership Club, TV Studio, Robotics Club, Coding Club, Spanish Club and Bocce Ball. Students can become involved in liturgies by being acolytes, readers, or choir members. We have numerous athletic teams and after school art opportunities at Sacred Heart School for the Arts. Students can also be part of academics after school through Book Bee, Chess Club, Governor's Cup, Quick Recall, and Digital News Club.

Teachers are considered active members of a team at SHMS. Teachers are supported by and meet monthly with the leadership team and the Office of Student Services. These teams field and assist with teacher concerns. New teachers meet monthly with the principal and are assigned mentor teachers. Teachers have two periods a week to meet with their level groups as a PLC to plan lessons and units of inquiry.

2. Engaging Families and Community:

Sacred Heart Model School (SHMS) has several initiatives to improve communication with school families and the community. Teachers communicate classroom news through the use of welcome letters, syllabi, newsletters, portals, See Saw, email, phone calls, and individual notes. In addition, two formal student conferences take place every year.

The school office conveys information through the use of The VIP (our weekly school newsletter), our school website, Facebook, Twitter, Instagram and Reach Alert. Before the school year begins, parents receive communication through orientation, the school handbook, and mailings. Once the school year has begun, parents are invited to mini-schedule night, open houses, and Model Parent Association meetings. SHMS also hosts parent nights which educate parents on internet safety, stress management, drug and alcohol awareness, and our abstinence education program.

SHMS is extremely blessed to have an active Model Parent Association (MPA) that partners with the school to enrich students' learning experiences. The MPA sponsors numerous events including a Welcome

Back Ice Cream Social, Fall Festival, Thanksgiving lunches, a Spaghetti Supper, a Daddy/Daughter Dance, and a Mother/Son event.

Parents are invited to volunteer in the school and classrooms through stewardship, mystery readers, room parents, book fair, classroom parties, and field trips. Families are encouraged to attend weekly Mass, prayer services, and the May crowning.

SHMS partners with the community to enrich classroom instruction and curriculum. Some of our Level 8 girls attend the Presentation Annual Eighth Grade Leadership Forum. Level 7 and 8 students make two trips a year to Auxier, KY, with Hand In Hand Ministries to repair homes of those less fortunate. Ten of our students will be nominated for ENVISION-Pathways to STEM program for advanced students demonstrating strong academic skills in this area along with leadership skills. The majority of our students participate in the DUKE TIP program.

SHMS teachers use community resources to enhance education. They invite speakers into the classroom and schedule field trips that are relevant to a unit of study. This year, the sixth-graders will spend a week at the NASA Space Camp. Our students attend plays at the arts school on campus, as well as at Actor's Theater of Louisville and Stage One Louisville.

SHMS shares information with the greater community through bulletin announcements, Twitter, and Facebook. Articles about our school also appear in the Archdiocesan newspaper, The Record, in the Courier Journal, in Today's Catholic Teacher Magazine, and in NCEA publications.

3. Professional Development:

At Sacred Heart Model School, teachers are blessed with outstanding support for professional development. As a school known for academic rigor, we are committed to setting goals for students and teachers and then meeting them through a focus on best practice and continued education.

International Baccalaureate training is one focus of professional development. All teachers receive IB training appropriate to their teaching role toward the end of their first year at SHMS. Angela's Vision, the Sacred Heart Schools' five-year strategic plan, and the SHMS Strategic Improvement Plan (SIP) also provides focus for professional development. The school leadership team identifies PD opportunities that offer learning targets aligned to campus and school goals and invite teachers to attend.

As an example, one of the goals of our School Improvement Plan is as follows: To continue our commitment to the International Baccalaureate (IB) program and Science, Technology, Engineering, and Math (STEM) initiatives, we will develop a research based curriculum with instructional and assessment strategies for enhanced variety, individualization, and active learning. To support this goal: teachers have accessed professional development for IB in both the MYP and PYP; teachers have accessed and provided professional development for STEM related instruction and activities; training related to further developing a research based curriculum has been acquired by our media specialist, technology coach and individual teachers.

Annually teachers complete a Professional Growth Plan (PGP) setting teaching/learning goals for the year. Additionally, grade level professional learning communities set data-driven Specific, Measurable, Achievable, Relevant, and Time Bound (SMART) Goals aimed at improving student achievement in specific curriculum areas and on standardized tests. Teachers and administrators seek professional development opportunities related to these goals.

As a Catholic school, SHMS follows the professional development program developed by the Office of Religious Education (a branch of the Archdiocese of Louisville) for the ongoing education of teachers of religion. As such, all teachers are required to participate in 15 hours of catechist development every two years.

When applicable, SHMS seeks financial support for professional development via Title II through the Archdiocese of Louisville. Additionally, both our parent group (The Model Parent Association) and our

district (Sacred Heart Schools) provide resources for the purpose of professional development. This support includes funding for PD sessions as well as release time.

4. School Leadership:

The philosophy of leadership at Sacred Heart Model School is collaborative and inclusive of all stakeholders: staff, parents, students, and members of Sacred Heart Schools. As written in the vision statement, SHMS strives to be “a nationally recognized Catholic community and premier character-building academic institution where teachers want to teach, students want to learn, and others want to be.” This vision is articulated throughout the building on a daily basis: teachers want to teach; students want to learn; and others want to be.

The leadership structure of the school is shared through a five-member leadership team. The leadership team is comprised of the principal, the assistant principal, the director of the International Baccalaureate Program and curriculum coordinator, as well as two school guidance counselors. The leadership team meets weekly to discuss progress on the goals identified in the SIP and other school processes and procedures. This team also reviews the school calendar and discusses implementation of special days and school policies.

School leadership is further shared through AdvancEd and School Improvement Plan committees. Every teacher is on one of the two types of committees. In addition, one or two parents and one student serve on every SIP committee. The committees meet two to four times a year to review the school’s progress toward goals and to propose new goals as data informs opportunities for improvement.

The school is supported by an active and involved Model Parent Association Board consisting of sixteen parents, each chosen to serve a staggered term of two years. The main function of this board is to consult and support the teachers, staff and administration. The board also assists in accreditation and long term strategic plan formation and implementation.

The students at Sacred Heart Model School are given opportunities for leadership through a student advisory board. Sacred Heart Model School has initiated a leadership system in levels K through eight. The system allows students in the upper levels the opportunity to lead younger students in activities designed to promote community and trust.

Additionally, level 8 and level 2 students are involved in a buddy program. Buddies interact on monthly basis with fun and engaging activities. Students in level 8 model leadership in their involvement in the Kentucky Youth Assembly and the Kentucky United Nations Association. Opportunities for student leadership are also provided through the school’s athletic programs, drama program, and student stewardship.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Sacred Heart Model School (SHMS) is successful because we live out our mission. The Model School, as part of the community of Sacred Heart Schools, is dedicated to educating the whole person in academics, arts, athletics, and spirituality. As such, SHMS offers a variety of programs and supports to help students succeed in all aspects of their lives.

This mission is reinforced by the IB program, which offers a framework for a rigorous academic program that develops lifelong learners who are equipped with the tools necessary to navigate an increasingly globally connected world. The program strives to develop learners with ten key characteristics that address the whole person: inquirers, knowledgeable, caring, balanced, principled, communicators, risk-takers, open-minded, thinkers, and reflective.

SHMS offers a variety of courses outside of the core subjects to give the students a well-rounded education. Beginning in kindergarten students are a part of an integration program with Sacred Heart School for the Arts. They are exposed to both visual and performing arts, including drama, choir, band, handbells, violin, and recorder. The students can continue their exposure to the arts after school at SHSA and through the plays that they attend with their grade levels at SHSA and at local theatres.

SHMS students take physical education courses throughout their nine-year program. SHMS offers a plethora of after school sports, including swimming, basketball, field hockey, football, tennis, golf, and more.

SHMS is dedicated to the overall mission and vision of the greater Roman Catholic Church. Students in grades K to 8 receive religion classes four to five times a week. In addition, students participate in weekly masses. Religious education permeates all activities in the school, from daily prayer, to Catholic perspectives on current events, to stewardship activities. Teachers in all disciplines strive to model, teach and apply the Ursuline Core Values to all that they do.

By living out our mission, Sacred Heart Model School develops a well-rounded student, who can succeed in any school setting and become a contributing member to society.

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? \$16260
(School budget divided by enrollment)

4. What is the average financial aid per student? \$5610

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 12%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 9%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2011

Test: Terra Nova 3
Publisher: CTB

Grade: 3
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	643
Number of students tested	32
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

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	668
Number of students tested	45
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

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	683
Number of students tested	36
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

Grade: 6
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	703
Number of students tested	42
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

Grade: 7
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	734
Number of students tested	45
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

Grade: 3
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	661
Number of students tested	32
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

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	673
Number of students tested	45
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

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	683
Number of students tested	38
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

Grade: 6
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	693
Number of students tested	40
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

Grade: 7
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	710
Number of students tested	45
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: