

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Sister Anne Schulz

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

Official School Name Mother Teresa Catholic Elementary School

(As it should appear in the official records)

School Mailing Address 7197 Mother Teresa Lane

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

Liberty Township                      OH                      45044-9426  
City                                      State                      Zip Code+4 (9 digits total)

County Ohio

Telephone (513) 779-6585

Fax (513) 779-6468

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

E-mail aocariz@mtces.org

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

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Ms. Susan Gibbons

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail cso@catholiccincinnati.org

District Name Archdiocese of Cincinnati                      Tel. (513) 421-3131

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

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Brian James

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_

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

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

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

## PART I – ELIGIBILITY CERTIFICATION

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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

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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
<b>PreK</b>	0	0	0
<b>K</b>	44	31	75
<b>1</b>	30	36	66
<b>2</b>	36	31	67
<b>3</b>	28	24	52
<b>4</b>	25	27	52
<b>5</b>	23	28	51
<b>6</b>	33	19	52
<b>7</b>	19	33	52
<b>8</b>	22	29	51
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	260	258	518

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 3 % Black or African American
  - 2 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 90 % 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(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	2
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2016	473
(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: 1%  
 Total number students who qualify: 7

8. Students receiving special education services: 5 %  
26 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>18</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>2</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: 19

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
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 22:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	97%	97%	97%	97%	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.

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

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

Yes  No

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

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

Mother Teresa Catholic Elementary School is committed to nurturing the growth of every student -- spiritually, intellectually, emotionally, physically, and socially.

## PART III – SUMMARY

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Mother Teresa Catholic Elementary School (MTCES) is a private Catholic school, founded in the spirit of Saint Teresa of Calcutta. MTCES is committed to its mission to nurture the growth of every student - spiritually, intellectually, emotionally, physically, and socially. For over 19 years, administrators and teachers have modeled the philosophy of Mother Teresa, to educate the whole child, preparing students to be academic leaders, critical thinkers, and faith-based community servants.

MTCES was founded by a group of seven families concerned about the lack of Catholic education opportunities in the area. In 1998, they opened MTCES in the basement of Our Lady of Sorrows Church in Monroe, Ohio. Since then, the principal, with the partnership of parent and community volunteers, has grown the school into a full-scale campus with state-of-the-art facilities. In January 2002, MTCES built its permanent home on a 25-acre parcel; by fall 2006, it offered a complete K-8 program. To meet the area's demand, the school expanded in August 2016. MTCES is fully accredited by the Archdiocese of Cincinnati and guided by a volunteer Board of Trustees, comprised of staff, parents and community leaders. Known as the "Volunteers", volunteerism is the cornerstone for the school's continued success. Each academic year, MTCES families volunteer 13,000 hours to support all facets of school life.

Current enrollment at Mother Teresa is 518, with a total of 380 families. MTCES has 260 boys (50%) and 258 girls (50%). The school serves middle class families, many with two parents working outside the home. MTCES has steadily increased in racial diversity, nearly doubling students that are non-white in the last five years; MTCES has approximately 90% white students and 10% non-white. While MTCES is a Catholic institution, with 91% of students identified as Catholic, the school embraces those students who are non-Catholic. In an effort to support those looking for an MTCES education but in need of tuition assistance, last year's annual fund appeal generated \$59,000, to aid 35 students.

MTCES students are engaged in a rigorous curriculum following the Graded Course of Study from the Archdiocese of Cincinnati. The faculty is comprised of 30 teachers with an average tenure of 7 years, 3 with Master Teacher Certifications from the State of Ohio, and 50% with advanced degrees. In addition to all-school in-services, MTCES teachers annually attend professional development opportunities, discovering new ways to approach learning and skill development.

MTCES believes that every child, when given the tools and opportunity, can meet any challenge. Key strategies used to promote growth include the use of cross-curricular projects, differentiated groupings and assignments, center work, manipulatives, technology, interactive online textbooks, and constant spiral review. The incorporation of STEM education has further enhanced the educational experience. MTCES has received the Ohio Governor's Thomas Edison Award for Excellence in STEM education for 10 academic years. For high-achieving students, instruction is differentiated with leveled vocabulary and reading, challenge words, and mathematical competitions. Mother Teresa offers Algebra I in 8th grade, Science Fair competition at the State level, and high school Spanish beginning in 7th grade.

For those students needing support to meet their potential, MTCES offers a Student Success Team, classroom aides, and tools; such as, Orton Gillingham, IEP Anywhere, Handwriting Without Tears, and Sound Partners. Currently, 38 students receive intervention assistance (26 on Individual Service Plans and 12 on Action Plans). The number of students on plans has almost doubled since 2010; this increase in students with learning disabilities demonstrates the necessity for, and value of, the Intervention Team (created in 2006).

Reinforcing its commitment to developing the whole child, MTCES provides students with weekly art, music, technology, Spanish, physical education, and library classes, in addition to the core curriculum. These courses strengthen student problem-solving, critical thinking, and self-expression skills, positively impacting overall academic achievement. All students learn to responsibly use technology with a variety of hardware and programs; including, Chromebooks, iPads, GoogleDrives, Quizlet Live, and Reflex Math.

To support personal growth beyond the standard classroom environment, MTCES offers a counseling

program, Principal Corp, Leadership Club, Student Council, MathCounts, an All-School Spelling Bee, Music Ministry, STEM Spectacular, and the Beta Tutoring Club. Additionally, more than 50% of students participate in school athletics, which are offered as early as kindergarten.

MTCES believes that a rigorous academic curriculum coupled with an emphasis on a faith-filled life with and a commitment to serve will develop 21st century leaders. MTCES stresses the importance of giving back through time, talent, and treasure. From working at Matthew 25 Ministries to collecting donations for local and global charities, students learn to lead through service. This year, MTCES received the Champion of Mercy Award from Catholic Charities Southwestern Ohio for its student body community outreach.

Mother Teresa Catholic Elementary School is honored to be applying for the National Blue Ribbon School Award.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Key to meeting student needs are the Archdiocesan Graded Course of Study, lesson plans meeting daily objectives, student aides, up-to-date materials, technology, various instructional methods and assessments, and program extensions. Department heads lead curriculum meetings ensuring standards are taught and student needs are met. Vertical and horizontal planning ensures smooth transitions between grade levels and creates the best educational experience.

The English curriculum focuses on reading, writing, grammar, and vocabulary. Teachers create literacy programs that develop fluency, comprehension, phonics, and decoding. Teachers, supported by aides and volunteer group leaders, use small group instruction to guide students in reading strategies. Beginning in third grade, teachers review student growth by evaluating running records, IOWA scores, CoGats, STAR reading, and ReadWorks Assessment, resulting in leveled spelling, vocabulary, and reading groups, and possible accommodations. By grade five, students read novels of various genres and are taught to break-down texts for meaning, purpose, and literary elements. Teachers also use a variety of materials, including Sadlier’s Vocabulary Workshop, Houghton Mifflin Reading program, Simple Solutions Grammar, RazKids, and Scholastic.com, to develop and challenge students.

MTCES students learn to develop their thoughts by writing with proper mechanics for a variety of purposes. Teachers utilize rubrics to grade projects, guide teaching, and facilitate drafting. Students gain confidence by sharing their writing through presentations, speeches, and competitions; such as, performance plays, President essays, author studies, climate debates, business letters, and poetry with meter and rhythm. In addition, MTCES hosts an annual spelling bee, and each year over 70% of 8th graders are published in an anthology.

Mathematics, with the inception of Common Core, focuses on giving students a multidimensional understanding of concepts. Primary students use Reflex and XtraMath to reinforce facts through timed tests and games. Grades 3-8 use Simple Solutions as spiral review, while STAR Math, Iowa Assessments, and formative assessments drive instruction, pinpoint remediation, and differentiate work. Mathletics challenges students in activities at their skill level. In junior high, leveled math offers the opportunity to complete Algebra 1 before high school. The eighth grade Stock Market Game (a regional investment competition), MathCounts, and Beta tutoring enhance learning.

The science curriculum is based on inquiry and hands-on exploration as directed by Diocesan standards, and the STEM framework. The Prentice Hall Science Explorer series supplements inquiry based learning. In kindergarten, students use observations to make predictions and test ideas through data collection. Science for Today and Tomorrow (SciTT kits) and other scientific tools foster these skills as students progress. In their community, students explore parks, museums, and industries to see science in action and science careers. Seventh graders culminate their skills with a cross-curricular science fair project: composing a research paper in language arts, creating an experiment and hypothesis in science, populating graphs and data in math, building tri-fold displays during art, formatting reports in technology and presenting to outside judges at the school’s science fair.

MTCES embraces STEM to provide learning experiences with creative thinking and practical skill application. MTCES earned the Governor’s Award for STEM education and the Harold C. Shaw Outstanding School Award for exemplary performance at the Ohio State Science Fair. MTCES annually sends an average of 50% of students to the District Science Fair, and 25% qualify for the State Fair.

The scope and sequence of the social studies program consists of peace and justice, geography, history, government, and culture. Teachers promote civic competence and explore cultural awareness, political systems, economies, and significant historical events. Students develop the ability to be good citizens, making informed and rational decisions based on reason and fact. The diverse curriculum uses Pearson textbooks, Simple Solutions, Time and Scholastic Magazines, primary source documents, fiction and

nonfiction books, speakers and field trips. More specifically, students travel to the Ohio Statehouse and Washington, DC, to see government in action, create models of Roman structures, and participate in student elections.

As a Catholic school, Mother Teresa's curriculum is grounded in faith. All-school scripture quotes, Mass, prayer, community service, all-school retreats, and lessons supported by the Loyola Press Christ our Life series, allow students to enhance their education. Every February, 5th and 8th graders take the ACRE standardized test, which assesses faith knowledge. Last year, over 50% of both 5th and 8th graders were labeled "advanced" (indicating scores above the 85th percentile nationally), and both grades averaged above the 80th percentile nationally.

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

MTCES' enrichment curriculum enhances the school's mission. After recognizing the scope of available opportunities, students begin to grasp the subject matter, develop collaboration skills, and confidently perform and speak. Moreover, students see their potential in areas beyond the core curriculum.

Mother Teresa Catholic Elementary School is in compliance with the program's foreign language policy. As such, 96% of all 6th through 8th graders have Spanish for 90 minutes weekly. Kindergarten through 5th graders benefit from 45-minute weekly Spanish and library classes. All students have weekly 45-minute technology, music, and art classes, and participate in 90 minutes of physical education each week.

The visual arts program is based on art history, artistic mediums, and form and function, while promoting student creativity. In the primary grades, students develop fine motor skills, dexterity, and hand-eye coordination by manipulating a variety of materials for paper mache animals, ripped paper plants, and PopArt Desserts. As STEM begins to transition to STEAM (to include the arts), students in junior high utilize the 3D printer and kiln to create one-of-a-kind designs, including phone cases and animals. Students share their work at both in-house and community art festivals.

The music curriculum utilizes Orff Instruments, encouraging students to create music together resulting in a collaborative spirit. Students learn to read, write, and perform sheet music. Projects explore music history, theatre, sound, and musical production for stage presence and voice projection and inflection. Students are challenged musically and gain the confidence to express themselves through performance opportunities; such as, the Christmas Program, Spring Arts Festival, and Talent Show with 130 participants. After school, 22% of the eligible students participate in four different ensembles: Music Ministry, Band, Blue and Gold, and Glee Club. Community activities, such as honors bands and local high school performances, provide musical opportunities beyond the classroom.

The physical education program supports the acquisition of skills and knowledge by concentrating on motor skills and movement patterns. The P.E. department works with students to achieve and maintain a health-enhancing level of physical activity and fitness that promotes teamwork and rule reinforcement. P.E. incorporates academic skills like sight words and math computation through games such as "word bump" and "math toss". It uses a variety of resources including sporting equipment, videos, and music to enhance curriculum, reinforce communication and develop physical skills. The walk-a-thon, field day, pep rallies, and recess support the P.E. curriculum.

The Spanish program begins in kindergarten and takes students through a freshman Spanish curriculum in junior high, covering the Spanish language and culture of Hispanic countries. Teachers provide students with a variety of activities; including, music, games and motion. To develop Spanish listening and speaking skills, students read the language and watch videos, such as Basho and Friends and Señor Hodge. Students from kindergarten to grade five use the Viva workbook series. Sixth through eighth graders use online materials to reinforce the content: an interactive program containing audio and videos of 21 Hispanic countries, activities, games, assessments, and presentations.

The technology curriculum uses a variety of software and internet-based productivity suites to build student skills uniquely tied to technology, as well as skills that work throughout the curriculum. The program

includes a full computer lab, 1:1 chromebooks in grades 5-8, and iPads in grades K-4. After completing 8th grade, students are proficient in creating digital products: slideshows, internet-based data collection, spreadsheets, websites, apps, and programs. Students use internet-based Java, Flash, and Shockwave activities to reinforce core class concepts. Sixth through eighth graders follow Code.org's junior high curriculum, which provides students with basic web design ability, exposure to programming languages, a variety of team and problem solving challenges, and troubleshooting experience. A valuable skill learned in technology class is the ability to evaluate the reliability and accuracy of internet-based resources.

The library curriculum cultivates a love of reading by using an array of works; including, fairy tales, folklore and poetry, autobiographies, and reference materials. Students use various output methods, individually and in teams, to produce artwork, writing pieces, and discussions discovering story elements. Literature exploration encourages students to delve deeper into higher level thinking and questioning. Young students are introduced to the Dewey Decimal System while older students enhance research skills using a variety of reference materials. Semi-annual book fairs promote reading enthusiasm.

### **3. Instructional Methods, Interventions, and Assessments:**

To fulfill the mission of nurturing the growth of every student, MTCES offers a variety of instructional methods, interventions, and assessments that meet the individual needs of all students.

The use of multiple instructional methods, such as direct instruction, hands-on inquiry, and modeling, ensures that student needs are met. As part of their weekly instruction, teachers may create mini-lessons on new material, build centers for reinforcement, host individual reading conferences, increase student math practice, and provide audio resources. Teachers often use hands-on projects to help students grasp difficult concepts. For example, Barbie Bungee helps students understand linear equations and lines of best fit, while tens and ones blocks teach addition. Differentiated resources allow teachers to enhance student learning at all grade and ability levels: ThinkCentral, Word Attack, Discovery Education, Learning A-Z, Rooted in Reading, and Sadlier Connect. Additionally, teachers utilize Pearson and Houghton Mifflin online textbooks that allow students to watch videos, listen to textbooks, practice vocabulary, and challenge themselves in order to assimilate the information.

MTCES teachers' use of differentiated instruction challenges all students, allowing them to flourish academically. For example, the use of Words Their Way creates leveled spelling groups, while Fountas and Pinnell Guided Reading provides flexible grouping that supports student progression at individual instructional levels. The additional use of tiered assignments allows for student skill level and learning style. For example, younger students can show their understanding of literature by drawing a picture, using phonetically appropriate spelling to label, or writing a sentence. Individualized activity folders are used in math classes to give students concept practice or challenge. MTCES offers pull-out math, giving students the experience of applying concepts through challenging word problems and hands-on activities. At home enrichment involves the use of RazKids, an online interactive learning portal with leveled texts and comprehension activities. By offering Algebra I, high level novels, writing competitions, writer's workshop, MathCounts, iXL, and ALEKS, MTCES gives high performing students additional opportunities for skill enhancement.

The use of assessment data allows teachers to customize the educational experience, giving every child the opportunity to excel at their own pace. When a child is not showing academic growth, grade level teachers and the Student Success Team (SST) collaborate to discuss the child's strengths and weaknesses and formulate an intervention plan for student development. The SST includes two Reading Intervention Specialists, a part-time Speech and Language Pathologist, three Intervention Specialists, and six classroom aides; all of whom work directly with teachers and students offering guidance and support. IEP Anywhere and weekly support meetings allow teachers and members of the SST to constantly interact about student progress. Lexia Reading and Orton Gillingham help build reading skills through visual, auditory, and kinesthetic learning.

Frequent review of standardized, diagnostic, formative, and summative assessments allows teachers, curricular departments and administration to make informed decisions about school and student growth. Last

year, an analysis of standardized tests and classroom math assessments revealed lower scores in problem solving but high scores in computation. Through department and grade level collaboration, teachers identified a link between low scores in problem solving and a lack of nonfiction reading material; students were struggling to breakdown nonfiction passages or multi-step mathematical problems. This past year, to improve student success in these areas, administration hosted an in-service on nonfiction instruction and teachers have increased their focus on breaking down nonfiction passages.

STAR Reading and Math, Iowa Assessments, Cognitive Test of Abilities, and Fountas and Pinnell Benchmark Assessments are analyzed and used to dictate instructional methods, grouping, book choices, math levels and course options, and additional student remediation or acceleration. Teachers create a variety of formative and summative assessments allowing students to express their learning in ways that both address the standards and student individuality. For example, students present GoogleSlides to show their knowledge of chemical elements in eighth grade, generate habitat booklets in fourth grade science, and create web-diagrams to build Halloween stories in first grade. The additional use of technology based assessments, such as QuizletLive, ReflexMath, ThinkCentral, and ReadWorks, allows teachers to instantly evaluate student performance and address student needs.

The key to being a high performing school is MTCES' focus on customizing instruction and assessments to meet student developmental levels. This focus fosters constant academic growth for all students.

## PART V – SCHOOL SUPPORTS

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

Mother Teresa Catholic Elementary School believes that cultivating student confidence through respect, opportunity, collaboration, and acknowledgement allows for spiritual, intellectual, emotional, physical, and social growth.

Student body morning prayer is a testament to MTCES' commitment to community and spiritual development. During this time, administrators present students with KUDO certificates, acknowledging acts of kindness. Led by administration, students pray and sing happy birthday to peers. Honoring individuals, whether for academic, social, or spiritual reasons, gives a feeling of respect and support and further develops individual growth and confidence.

Leadership and service opportunities are abundant at all grade levels. The Student Council Officer of Religious Affairs teaches the entire student body about the saint of the week. A student group, Random Acts of Kindness, leaves inspirational notes for students, greets teachers as they enter the building, and presents lessons on positive interaction with others. Whether coloring maps together or accompanying them to Mass, eighth grade students act as role models for their kindergarten buddies. Students work together to collect socks, canned goods, and personal items for local and global outreach.

The energy and pride of learning is evident in the hallways of MTCES. Kindergarten students visit classrooms singing their water cycle song, 2nd grade students search the hallways for letter sounds, and 5th grade students set up their Rube Goldberg projects for others to see. Allowing students to share their efforts with schoolmates often motivates them to go beyond themselves, and further enhances their self-confidence. Beyond academic displays, students fill the walls with exhibitions of their spiritual growth, showing an appreciation for the school theme: "Grow in Faith. Live in the Spirit."

At MTCES, teachers contribute to the creation of school guidelines and curriculum. Administration partners with and listens to teachers. The result is a vibrant collaboration of ideas that fosters growth. Working as a team, teachers host school-wide events, schedule speakers, renew textbooks, design cross-curricular programs, run after-school programs, and partner grade levels to enhance student relationships. The PTO acts as faculty cheerleaders, supporting teachers through professional development and classroom stipends, events and recognition. During morning prayer, students recognize teachers with words of praise. The Board President and administration often send out notes offering accolades and words of thanks. Support from other staff members, parents, administration, students, and the Board of Trustees gives MTCES teachers a sense of pride, fulfillment, and encouragement to continue serving the school mission.

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

The foundation of the school is built upon the belief that it takes the partnership of staff, administrators, parents, extended families, and students to develop the whole child. Continuous communication is the most powerful tool Mother Teresa uses to promote strong community, internally and externally. MTCES utilizes the following methods of communication: personal letters to stakeholders; Option C, a web-based parent portal containing grades, classroom calendars, and newsletters; a weekly principal newsletter, explaining school happenings and updates; and Volunteer Voices, a monthly newsletter sharing MTCES highlights with the broader community. To build student success, parents must also be aware of and involved in the academic needs of their child. While Option C gives parents up-to-date information about grades and conference nights, emails, take-home folders, parent meetings, IEP meetings, and IEP Anywhere keep communication open.

MTCES also hosts events that allow new and current families to be part of the school culture: St. Nick preschool day for prospective students, new family dinner, Open House, Ice Cream Social, Curriculum Night, academic achievement programs, Grandparent's Day, and an all-school picnic. These events, coupled with the modes of communication and constant survey feedback, promote awareness and a

capacity for involvement and ownership. The school's sense of community is evident at school masses, where rows of chairs are filled with parents, grandparents, relatives, and community members. On a daily basis, volunteers fill the hallways helping with reading groups, the book fair, cafeteria service, recess, and landscaping. The average MTCES family volunteers 35 hours each year.

Central to the Catholic faith is the idea of sharing time, talent, and treasure with others. This year, Mother Teresa was recognized as a Champion of Mercy by Catholic Charities Southwestern Ohio, an organization that honors those who share mercy with others. This resulted from the school's commitment to outreach, internally, locally, and globally. By supporting food pantries, collecting treats for troops, donating clothing to hurricane victims, sorting paint for Matthew 25 Ministries, tutoring students, and hosting parties for students in schools that cannot afford to host holiday celebrations, MTCES students learn to serve others.

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

MTCES faculty gather for three all-school in-services each year: (1) faith related, offering spiritual support to students and teachers; (2) technology based, educating teachers to better utilize available technology; and (3) a school focus, whether that be students with ADHD, non-fiction reading, or math computation. Beyond all-school professional development opportunities, teachers are encouraged to attend professional development opportunities addressing student needs.

This year, teachers attended the Writing Remix seminar, consisting of several one-hour sessions providing teachers with ways to incorporate literature responses into their curriculum and strategies to better conference with students about their writing. Two teachers travelled to Chicago for the "Get Your Teach On" conference where they learned to engage students through rigorous content-driven instruction, including Bowling for Tens in second grade. While academics are at the core of MTCES, monitoring student mental health has become increasingly important. As such, teachers attended a mental health seminar to meet the growing needs of students struggling with stress and/or anxiety.

Teachers present their learnings at faculty meetings. Sharing resources and newly-gained knowledge promotes staff discussion and gives others tools to improve student success at all levels. After the MTCES Student Success Team attended a conference on making the most of IEP Anywhere, they shared discoveries with the entire staff and improved Team communication, resulting in better support for IEP students. When the intermediate team returned from their writing seminar, they shared grade level writing tools for teachers to incorporate into their classrooms. By sharing informational and educational resources, they helped teachers realize that recognizing anxiety or depression in students is the first step in promoting mental health.

Teachers at MTCES also partner with Archdiocesan teachers from other schools. The MTCES social studies department met with diocesan teachers to discuss textbooks, resources, and curriculum goals. The math department chair meets quarterly with middle and high school teachers within the Hamilton cluster of schools to evaluate monthly goals and ease the transition between 8th and 9th grade.

Providing positive professional development opportunities to teachers not only rejuvenates individual classrooms, but also builds teacher enthusiasm and improves curriculum, instruction, and student support.

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

MTCES' principal has served in this role since the school's inception. The core philosophy of the principal is the belief that every child can thrive at MTCES. Administration believes that the entire school community must work collaboratively, within an environment of respect, to fulfill the mission of the school. The administration and leadership staff meet monthly to discuss school needs: communication, school functions, and the overall health of the school.

A volunteer board of trustees provides support, management, and oversight of finances and policies. Additional volunteer committees work to enhance the school in all facets: the Executive Committee serves as a sounding board for the principal, the PTO runs fundraisers and hosts all-school enrichment, Boosters

organizes athletics, and Education Commission ensures that policies are met and serving student growth. In 2014, Education Commission completed a thorough review of the student handbook, implementing policy changes to build consistency throughout the grade levels.

Through the review of lesson plans and observations, department heads and administration ensure that benchmarks and objectives are accomplished to benefit a variety of learners, while adhering to academic policies. The assistant principal works alongside the principal to support the staff, students, and parents, empowering them to share responsibility in the educational experience. Administrators read through all student report cards and teacher comments in an effort to identify children who have made significant progress and those in need of additional support. Once identified, administration meets with teachers and students to give accolades or remediation.

While enrollment continues to grow, MTCES is committed to promoting a close community. MTCES' administration is approachable and active in day-to-day activities, creating an environment of trust, safety, and respect. School leadership offers invitational programs; including the Leadership Club, Student Ambassadors, and Principal Corp. The Leadership Club provides workshops to 7th and 8th graders who lead students through Christian values. Ambassadors and Principal Corp members represent the school at events and assist with classroom activities. By giving students opportunities to work with administration, MTCES empowers students to be confident leaders. On any given day, school leadership teaches, tutors, disciplines, and supports students, taking an active role in the educational development of all students.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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Central to Mother Teresa’s educational model is the recognition that it takes more than a single individual or curricular area to educate a child. As such, the single strategy that has made Mother Teresa students successful is the school’s incorporation of community into day-to-day functions. Through a team approach, administration, teachers, aides, intervention staff, school counselors, and parents guide students to become the best versions of themselves - spiritually, intellectually, emotionally, physically, and socially - by graduation.

With the support of community, teachers are able to modify instruction, improve curriculum, analyze assessments, offer enrichment and intervention, and enhance the overall education of students. Collaboration ensures a comprehensive, rather than circumscribed, approach to every student’s education. MTCES’ focus on individual students provides tailored options for enrichment, intervention, and development---it is not a “one size fits all” education.

Through student-centered learning, teachers partner with stakeholders to formulate distinct educational experiences supporting individual student progress. Teachers utilize parents for reading group discussions, the Reading Specialist for developing comprehension skills, and classroom aides for enhancing problem solving skills. Beyond advancing academic success, teachers nurture individual student gifts. Whether this be leadership skills, number sense, public speaking, athletics, visual arts, or faith, teachers use student talents to build a foundation of confidence, further developing the whole child.

The MTCES community offers programs that support varied student interests. Teachers direct programs; including Glee Club, Band, Art Club, MathCounts, Student Council, and Beta tutoring. Parents facilitate extracurricular activities: American Heritage Girls, Boy Scouts of America, Stock Market Club, DNA Club, and Boosters. Community members offer Tae Kwon Do, Webby Dance, and Lego Club. Administration, with the support of school counselors, manage leadership programs, such as Ambassadors, Leadership Club, and Principal Corps. These programs enrich the student experience and foster a lifelong love of learning.

The practice of incorporating community into each child’s education has created positive outcomes as reflected in continual growth of enrichment programs and improving standardized test scores. Moreover, 76% of MTCES 8th graders placed in the high range (76-99th percentile nationally) on this year’s High School Placement Test. Through these scores, students receive scholarships and are able to pursue their interests at the high school of their choice.

Through community collaboration, students leave MTCES equipped with the faith, knowledge, and confidence to make the right decisions, problem solve, and lead others.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No

3. What is the educational cost per student?      \$4938  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1685

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      7%

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

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessments:  
Form E

**Grade:** 3

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
Publishing Company:  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
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
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.  
No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessments:  
Form E

**Grade:** 4

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
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
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessments:  
Form E

**Grade:** 5

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
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
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessments:  
Form E

**Grade:** 6

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	81
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessments:  
Form E

**Grade:** 7

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	81
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessments:  
Form E

**Grade:** 3

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	75
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessments:  
Form E

**Grade:** 4

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	78
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessments:  
Form E

**Grade:** 5

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	69
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessments:  
Form E

**Grade:** 6

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	72
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessments:  
Form E

**Grade:** 7

**Edition/Publication Year:** 2012

**Publisher:** Riverside  
**Publishing Company:**  
Houghton Mifflin Harcourt

**Scores are reported here**  
**as:** Percentiles

School Year	2016-2017
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** No individual subgroups represent 10% or more of this grade's total enrollment.

No students were tested with an alternate assessment.