

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

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Kellie DesOrmeaux

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

Official School Name Immaculate Heart of Mary School

(As it should appear in the official records)

School Mailing Address 2855 Briarcliff Road, NE

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

Atlanta City                      GA State                      30329-2501 Zip Code+4 (9 digits total)

County DeKalb

Telephone (404) 636-4488

Fax (404) 636-1853

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

E-mail kdesormeaux@ihmschool.org

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

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

Name of Superintendent\*Dr. Diane Starkovich E-mail dstarkovich@archatl.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Atlanta School District Tel. (404) 920-7700

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

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

## PART I – ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

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

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	20	30	50
1	25	28	53
2	22	23	45
3	21	40	61
4	27	28	55
5	23	36	59
6	27	33	60
7	35	27	62
8	32	25	57
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	232	270	502

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 3 % Black or African American
  - 17 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 70 % White
  - 6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: <1%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2017	498
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):  
There are not any current English Language Learners (ELL) in the school.

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

7. Students eligible for free/reduced-priced meals: 4 %  
 Total number students who qualify: 19

8. Students receiving special education services: 7 %  
36 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>16</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>2</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>5</u> Specific Learning Disability          |
| <u>3</u> Emotional Disturbance   | <u>5</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>3</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

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.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 23:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

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

Yes  No

If yes, select the year in which your school received the award. 2009

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

As a diverse Catholic community, Immaculate Heart of Mary models Gospel values and strives to achieve excellence while developing positive, productive Christians serving society.

## PART III – SUMMARY

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In August 1958, Immaculate Heart of Mary School, led by the Grey Nuns of the Sacred Heart, opened its doors and welcomed 238 students in grades one through seven. An eighth grade was added the following year.

To address the challenge for space, a new building was erected in 1969, which included additional classrooms, a library, and a gym. Renovations and construction in 1991 resulted in a new school library and administrative offices. A new sanctuary was dedicated in January 2009. The most recent renovations occurred over the past two summers, which included updating all the restrooms throughout the school, adding locker rooms, a new office for the physical education teacher, remodeled technology lab, and a new gym floor.

Over the years, the school has evolved from one that served only the Immaculate Heart of Mary Parish, into one that serves over 19 parishes from the Archdiocese of Atlanta. Immaculate Heart of Mary School draws students from seven surrounding counties, with some families traveling more than 90 miles roundtrip to attend this remarkable school. Forty-four zip codes are represented in the student body. The school is comprised of predominantly Catholic students, although non-Catholics represent 15% of the school-wide population. Thirty percent of students represent diverse cultures with 17% of those being Hispanic. The school offers over \$375,000 in financial aid and scholarships. Over 19% of the student population is currently receiving aid.

Celebrating its 60th anniversary, Immaculate Heart of Mary School invites everyone into its community, a community where each student is challenged to achieve his or her potential as a child of God. The collaboration among students, families, teachers, staff, and clergy celebrate diversity while uniting everyone in delivering one mission: to support children reaching their full potential and becoming positive, productive Christians serving society.

The school strives to achieve academic excellence by ensuring students feel safe, secure, and loved. The school community is committed to creating a nurturing environment through its focus on the whole child and providing support for families. Immaculate Heart of Mary School strives to be a school that is affordable, accessible, and sustainable. Students develop intellectual leadership through the framework of a high-quality curriculum and the practice of active learning and engagement. Well-prepared graduates continue to build on their academic foundation by assuming leadership roles and achieving academic success at the secondary and university levels. Excellence requires an ongoing commitment to continuous improvement. Immaculate Heart of Mary School employs 56 faculty and staff members. Among the classroom teachers, 45% hold advanced degrees with an average of over 10 years teaching experience. The majority of instructional support resource teachers are special education certified to support classroom instruction. The school holds memberships with the following organizations: National Catholic Educational Association, National Council of Teachers of English, American Library Association, National Science Teachers Association, National Council of Teachers of Mathematics, and American Council on the Teaching of Foreign Languages. The school is accredited by AdvancED's District Wide Accreditation of the Archdiocese of Atlanta.

By weaving the mission of the school into every aspect of its programs, Immaculate Heart of Mary School strives to fully develop its students. The values of faith, knowledge, service, and integrity are guiding principles that light the way and reflect the community known as Immaculate Heart of Mary School. In order for students to develop their full potential in becoming well-rounded successful citizens, the school provides robust before and after-school programs. The morning care provides a nutritious breakfast and access to the library for study support. Students have opportunities for academic enrichment and extra-curricular activities in after-school support. Courses include chess, Legos, tutoring, dance, study hall, soccer and science and engineering programs. On average, 100 students participate in the after-school program daily to accommodate the work schedules of parents.

The National Blue Ribbon School award was received by Immaculate Heart of Mary School in 2009, an

honor proudly showcased by displaying the seal in the lobby area and in marketing materials. Since the last award, the school has sustained significant enrollment and financial stability and the number of applicants has soared by 34%. We have secured over 20 grants to support educational initiatives, including a one-to-one iPad program for all middle school students and iPad carts for kindergarten through fifth grades. Gardens, which began with a grant, have expanded from a small, dedicated greenspace to a 24-bed nature conservatory containing a sundial, two butterfly gardens, storybook beds, math beds, a toy garden, and an outdoor classroom that are utilized across all curriculum areas. The Annual Fund has topped \$200,000 and we boast a 95-100% parent participation rate over the past five years. Committed parents and alumni serve on Marketing, Admissions, Alumni, and Advancement committees, which has significantly increased the school's foothold in Atlanta while continuing to ensure the school's long-term sustainability.

## PART IV – CURRICULUM AND INSTRUCTION

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

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

In grades K-5, guided reading strategies are utilized in conjunction with Fountas and Pinnell to support growth in reading. Students' needs drive instruction for enrichment and remedial opportunities. They are immersed in exceptional literature and develop understanding and fluency in literacy skills through differentiated instruction. Students participate in whole and small group lessons and literacy centers, along with Orton-Gillingham and Saxon Phonics and Spelling. Teachers foster development of extended reasoning skills in students through questioning techniques encompassing all depth of knowledge levels, as well as guided exploration of text. For handwriting, Zaner Bloser is utilized for beginning stages of writing as well as cursive writing. As students progress through writing, the Lucy Calkins series entitled Units of Study, engage students in the writing process. Students progress in their understanding of various writing styles and genres while simultaneously developing a love for creating, editing, and publishing their own stories. Almost 5,000 leveled texts including non-fiction, fiction, plays, novels, graphic novels, picture books, and biographies are available in the guided book room to support and engage students on their independent reading level. With a focus on cross-curriculum, these text resources ensure religion, math, science, social studies, and health are incorporated during guided reading literacy instruction. Students have the opportunity to enhance their learning through novel studies while preparing for the Battle of the Books and Accelerated Reading programs. Middle school students prepare for public speaking by participating in the Modern Woodmen of America oratorical competition. An analysis of data drives all instruction in every classroom setting and instructional staff are committed to helping learners increase their opportunities to set and reach challenging goals. Immaculate Heart of Mary School follows the Archdiocese of Atlanta curriculum in kindergarten through eighth grade. The curriculum fully meets the requirements of the National Blue Ribbon Schools' Program.

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

Students utilize guided math instruction and center rotations in K-5 grade levels to ensure a solid foundation. This method of instruction ensures the learning needs of all students are met through scaffolded, individualized instruction, as students are exposed to concepts. Each center provides application-based practice for math concepts studied in class. This gives students the opportunity to develop strategic thinking and planning skills while gaining a true understanding of mathematical concepts. Centers are also differentiated to meet all students' learning needs. Students master concepts through various learning modalities, including technology and hands-on exploration. iLearn is utilized at least four times per week allowing students to work at their individual level to fill gaps, support grade level instruction, or enrich instruction to meet diverse needs. Students are able to monitor their own growth and utilize programs both at school and home to enhance their learning by enriching, remediating or continuing on grade level instruction. All math teachers participate in ongoing professional development focusing on real world problem solving, which is applied across all grade levels to ensure that higher order thinking skills are frequently utilized. Overall achievements in all standardized assessments have increased in math content areas. Instruction is tiered toward individual needs within the elementary classroom while in the middle school setting separate course opportunities are available. Students in sixth and seventh grades are administered the Iowa Algebra Aptitude Test. Those results are one of six necessary components considered in determining placement for advanced math courses in Pre-Algebra and Algebra. Middle school students participate in various elective courses such as Science, Technology, Engineering and Mathematics, STEM, 3-D printing, and Math Club. Immaculate Heart of Mary School follows the Archdiocese of Atlanta curriculum in kindergarten through eighth grade. The curriculum fully meets the requirements of the National Blue Ribbon Schools' Program.

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

Next Generation Science Standards are embedded in the Archdiocesan curriculum. Instruction includes various levels of life science, earth and space science, and physical science from kindergarten to middle school. Content instruction spirals in a developmentally appropriate manner, thus fostering enduring understanding of concepts. In grades kindergarten through second, teachers guide students in mastering foundational understanding of science concepts. This is extended in grades third through eighth, as students explore more complex and abstract content based on the foundational knowledge they learned. Students also explore and grasp many concepts through real-world learning experiences based in the Global Goals initiative. They learn science concepts and apply them to help solve many of the global challenges, thus fostering a sense of responsibility to care for God's creation as He commanded, as well as cultivating higher level thinking skills. Science instruction is enhanced through technological resources including TigTag, Discover Education, Gloster, Kids Discover, and other resources to ensure students focus on the 5 E's: engage, explore, explain, extend/elaborate, and evaluate. The curriculum focuses on hands-on experiments where students discover and develop a deeper understanding of science. Students complete lab reports and work together to create documentaries on their findings and studies. Science and engineering practices, crosscutting concepts, and disciplinary core ideas are the three dimensions of Next Generation Science Standards implemented during rigorous performance tasks completed independently or in collaborative groups. Additionally, middle school students may expand their skills and understanding of science concepts through electives that incorporate the curriculum, including Makerspace, Artbots, STEM, and Virtual Reality. In these electives, students must apply learned scientific concepts to create products aimed at enhancing quality of life. Immaculate Heart of Mary School follows the Archdiocese of Atlanta curriculum in kindergarten through eighth grade. The curriculum fully meets the requirements of the National Blue Ribbon Schools' Program.

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

The Archdiocesan curriculum for social studies ensures students gain depth of knowledge and understanding in relevant ways guaranteeing the ability to make informed faith-based decisions. In addition to exploring the world and its history, students develop an understanding of social justice, as well as the important role the Catholic faith plays in ensuring justice and equality for all people. They explore various Catholic figures who devoted their lives to others through their work in social justice. This allows the students to connect with both their faith and curriculum content in a meaningful way. Knowledge gained is scaffolded as students grow and progress in their cognitive development, ultimately resulting in an awareness of the world and their role as global citizens. Leadership and instructional staff purposefully monitor the impact of learner engagement through formative, summative, and other outcome data. Instruction and learning occurs in whole group, small group, and individualized opportunities. Children in primary grades study their community, while comparing and contrasting events in the past to their lives in the modern world. Moving forward with their education, students utilize this understanding to become familiar with events that have shaped the nation and the world. For example, students have an opportunity to participate as Revolutionary War figures in a living wax museum as well as have a historical tea party. Students in third grade study economics by opening up a pop-up store where they market and sell items they have made, making sure their product is profitable. An annual weeklong interdisciplinary unit fully immerses the middle school students in topics such as World War II, Ancient Greece, and Civil Rights. Immaculate Heart of Mary School follows the Archdiocese of Atlanta curriculum in kindergarten through eighth grade. The curriculum fully meets the requirements of the National Blue Ribbon Schools' Program.

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

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

## 2. Other Curriculum Areas:

**Arts:** All students participate in weekly music and art classes where they have opportunities to perform and provide service to others. Immaculate Heart of Mary School hosts diverse groups of authors, musicians, and motivational speakers for cross-curricular assemblies. Last year, a praise band was added to enhance the experiences of all students during the masses and assemblies. All students participate in annual poster contests celebrating Martin Luther King, Jr. Day, Red Ribbon Week and Screen-Free Week. The annual Christmas card is designed by a student, as are the Valentine's Day Candy-Grams. The middle school students present a Dinner Theater each year where students serve as the director, actors, stagehands, sound board and lighting technicians, cooks, waiters, and publicity team. Other opportunities for students to showcase their talents include choir, band, Advent Cantata, Music in Our Schools Month, Grandparents' Day, Veterans Day, and other celebrations. Additionally, art is integrated into core curriculum through classroom projects. These opportunities allow students to apply learned skills while demonstrating knowledge of concepts.

**Physical Education/Health:** All students receive weekly instruction to strengthen their athletic ability while learning the importance of being a team player. Through instruction, students understand the connection between physical activity and achieving and maintaining physical and mental health. Students participate in health instruction to ensure they understand the importance of diet and exercise. Some elective opportunities include strengthening and conditioning, yoga, team sports, and running. All seventh grade students become cardiopulmonary resuscitation and automated external defibrillator certified. Students may join the Running Club and participate in challenges to support healthy choices and activities outside of school.

**Foreign Language:** Every student participates in Spanish classes at least once a week. Spanish curriculum focuses on the study of vocabulary and conversational fluency, as well as culture. Native Spanish speakers have opportunities to enhance their learning through a more rigorous study of the language and its origins. Whole group instruction also includes opportunities for students to role-play, create projects, sing, dance, and utilize technology such as Dual Lingo and other interactive resources. Immaculate Heart of Mary School is in compliance with the Blue Ribbon program's foreign language requirements.

**Technology/Library/Media:** Technology is integrated into lessons across all grade levels. Students in kindergarten through fifth grade have Chromebooks and iPads available to them. Students in sixth through eighth grade participate in a 1:1 iPad program for use at school and home. Teachers utilize iPads, Promethean/Smart Boards, Mimeo Boards, Elmos, Intelligent Notebooks, and desktops for all instruction. All students have access to a class set of Virtual Reality headsets. Through the utilization of technology, students develop an understanding of technology as a tool, which demonstrates knowledge and mastery of concepts.

A broadcast studio is led solely by students operating the equipment, which includes cameras, teleprompter, and computers. Students also serve as anchors and directors. Additionally, students have academic enrichment opportunities that support technology with Film Making, STEM, Coding, and Makerspace classes. Google Drive and Google Classroom are utilized to encourage collaboration.

The library/media center is the heart of the school. Open 10 hours every school day, the library services both students and their families. Because the library is open four days a week throughout the summer, over 200 students voluntarily read over 3000 hours through the Summer Reading Program.

**Religion:** Through the study of faith, students develop an understanding of the origin of Catholicism and the role it plays in their lives. Throughout the year, students have an opportunity to grow in their faith and love for God through participation in school retreats and prayer services, as well as weekly mass. Annually, fifth and eighth grade students participate in the Assessment of Catechesis/Religious Education, which focuses on the foundation of Catholic faith. Students and faculty live their faith daily, and evangelize through commitments to the community and world.

**Counseling:** The school counselor supports the students in their academic, social, and emotional journeys. As the coordinator of the Student Success Team and Kid Talk program, the counselor creates strategies for

academic success and ensures implementation. Student Ambassador programs provide support for students transitioning into Immaculate Heart of Mary School. For those students who may struggle with emotional and/or social difficulties, individual, small group, and large group counseling is available.

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

Currently, Immaculate Heart of Mary School serves students with disabilities, but does not service English Language Learners or migrant students. Best practices and specific accommodations are utilized to ensure all students reach their full potential. The staff includes five certified special education teachers. Instruction is tailored to meet the diverse needs of all learners through small-group, differentiated instruction based on Archdiocesan standards and expectations. All students are grouped by learning need, and lessons are based on these needs. Those who may need more explicit instruction participate in lessons focusing on a more foundational understanding. These students may be asked to represent their mastery of understanding with accommodations. In addition, students who have exceeded expected outcomes participate in lessons focusing on utilizing higher-level thinking skills to make connections within their small-group instruction including analysis and problem solving within the lesson. All students' individual learning needs are met through differentiated whole group, small group, and individual instruction. Needs are met through differentiated instructional delivery techniques as well. Teachers encompass all learning styles within their instruction, including hands-on learning experiences, exploratory exercises using technology, and project-based learning.

Classroom teachers and instructional support staff tailor interventions to meet learning needs through explicit instruction. Teachers meet and plan interventions based on the students' identified needs. Instructional support staff implement interventions through inclusion exercises in the classroom. These teachers deliver instruction in tandem with classroom teachers, working with specific students during classroom practice. Instructional support teachers work closely with all homeroom teachers and support students in the inclusion model as well as pull-out small group or individual instruction as needed in all core content areas. These specialists have ongoing communication with parents, homeroom teachers, the counselor, and administrators to ensure that students meet their full potential. Formal progress monitoring and data are collected to analyze students' growth. Interim and quarterly letters are sent home to parents of students working with instructional support teachers to highlight strengths and areas of improvement. Instructional support teachers also focus on executive functioning needs as they prepare and support strategies for students with organization, studying, work ethic, and communication habits and skills. The faculty and staff are dedicated to meet the needs of all students and a genuine desire to help all students succeed by implementing differentiated instruction. All students grow in their faith, and grow academically, socially, and in character throughout their time at Immaculate Heart of Mary School.

At Immaculate Heart of Mary School, both formative and summative assessments are designed to meet student needs through differentiated delivery. For example, any student with an identified need may complete an assessment orally, utilize assistive technology, use a word bank, or be given extended time. Teachers can gauge true understanding of content with accommodations. Project-based assessment is also utilized in order to assess both planning and problem-solving skills, as well as knowledge of content. This strategy meets diverse student needs, as it allows students to illustrate knowledge in a format best suited to their preferred style of learning.

## PART V – SCHOOL SUPPORTS

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

“Welcome to Our School, Welcome to Our Family” graces the entrance to Immaculate Heart of Mary School. Simple, yet profound, these words encompass who Immaculate Heart of Mary School is as a school and community. The school believes children are most successful when the school and parents are partners in their students’ education. Parents support the school’s mission and have been recognized for their efforts by twice receiving the Parent Teacher Association School of Excellence Award. Their gifts of time, talent and treasure demonstrate the importance of being involved at many levels.

The school emphasizes the need for serving one another and the community. Immaculate Heart of Mary School promotes a positive environment where students feel safe to express their individuality while building character and support for each individual through assemblies, direct instruction, positive praise, and teachable moments. Students and staff sign an anti-bullying pledge and zero tolerance of bullying creates an atmosphere where all feel comfortable on campus.

Immaculate Heart of Mary School offers programs where students may increase their confidence and learn to think creatively. The electives program in middle school allows students to experience non-traditional classes that spark their intuitive nature. Classes such as Financial Literacy, Public Speaking, Design for Change, and Calligraphy introduce students to topics and skills that will help them beyond their school years. The Quad A program (Advisor-Advisee, Adult-Adolescent) aligns 10 students with one teacher who meets with students weekly to discuss academic progress, as well as current topics that are impacting youth today. Students love knowing they have an advocate who is willing to listen. The school’s Ambassador Program is another means of bringing students together in a positive manner. New students are matched with an ambassador friend who helps familiarize them with all daily activities and make sure they never feel alone.

Not only do students feel the sense of family, but the teachers and staff do as well. The parent organization has a subcommittee dedicated to Teacher Support Services. They volunteer, provide supplies, and make teachers and staff feel special with treats and events throughout the year. The school’s administration also expresses their support of the staff by having an open door policy, encouraging staff to attend professional workshops, offering in-house Professional Learning Communities, sponsoring professional memberships and accepting input for school policies and procedures. Faculty is given common planning time to provide for collaboration among multiple grades.

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

Family and community involvement is essential to the success of Immaculate Heart of Mary School. Families provide extensive support thereby enhancing the school’s philosophy and mission by nurturing a positive spiritual environment for the school community; providing a vehicle for communication between stakeholders; creating opportunities for the community to socialize; providing supplemental income to strengthen the financial health of the school; supporting programs relevant to the needs of the school community; and, securing and coordinating parent volunteers. Parents enthusiastically create and implement programs such as a New Family Welcome program, Family Nights, Trivia Night, an auction, the Soaring Eagle 5K and Fun Run, and spirit wear sales.

The School Advisory Council, Finance Council, Mission Effectiveness, Visioning, Advancement, and Alumni committees are examples of ways current families, parishioners, grandparents, neighbors, alumni, and parents of alumni act as collaborators working toward advancing the school’s mission. Annual State of the School meetings as well as quarterly Parent Coffees, Curriculum Nights, Open Houses, masses, service projects, and assemblies ensure the stakeholders remain engaged in a variety of opportunities and events. When one walks through the halls, one will always find parent and grandparent volunteers providing assistance in the classrooms, library, cafeteria, garden, and front office. A large team of dedicated parents work diligently every Thursday preparing folders containing academic materials and information to be sent

home with every student. Another team of parents provides supervision in the cafeteria during lunch periods. A highly regarded Mary at Home program emphasizes a focus on family by bringing loved ones together in prayer in their home.

Immaculate Heart of Mary School celebrates the collaborative relationships the school has fostered with numerous community partners. These relationships have bloomed into sponsorships of our events, financial support, matching gifts, and expanded exposure of the school within the Atlanta area. A school-wide Day of Service transforms donations from community partners into hands-on service opportunities. Students complete thousands of service hours annually through activities aimed at helping those in the community and beyond.

The overwhelming collaborative spirit present at Immaculate Heart of Mary School is a result of healthy two-way communication. Biweekly e-newsletters, a school information portal containing current grades, an updated website, and frequently updated social media ensures families are kept abreast of all activities both on and off campus. Dedicated conference days and an open-door policy provides parents the opportunity to remain informed of their child's academic and social progress.

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

Driven by the passion to be life-long learners, all faculty and staff place a significant focus on opportunities for professional development. Best practices and strategies are adopted to support teachers in their growth, knowledge, and understanding of the content area and pedagogy of teaching. Within the school calendar, ten days are set aside to focus entirely on in-house professional development training such as professional learning communities, faculty retreats, book studies, and technological innovations. Staff also have an opportunity to participate in wider professional development courses through national and local conferences, Title I and Title IIA, and learning seminars.

A commitment to staying abreast of best practices and innovative teaching methods supports students to achieve at the highest levels. Regular self-reflection and peer observation lead to constructive discussions centered on student engagement and understanding of content. Walk-throughs and classroom observations support teacher growth and appropriate goal setting. Through weekly level meetings and larger staff learning communities, collaborative opportunities are available. Throughout the school year, teachers meet with the principal for one-on-one instructional chats where they have opportunities to discuss teaching practices and professional development. Faculty are encouraged to explore best practices and implement them in a risk-free environment.

Faculty consistently implement measures aimed at enhancing instructional effectiveness. Instructional improvement goals are student-driven and based on data and curricular benchmarks. Staff create two goals that focus on student growth and professional growth, and a third goal that is collaborative among the teachers. All faculty collaborate to enhance instructional and organizational effectiveness through proven best practices, including participation in professional learning communities, grade level and communal curriculum planning sessions, and professional goal setting strategies.

Ongoing professional development focuses on data, faith, and content improvements. Data analysis drives many staff development meetings through examination of data from the IOWA Assessments, CoGATs, Fountas & Pinnell Reading Assessments, iLearn assessments and benchmarks, and various summative and formative assessments to determine strengths and areas of improvement. Analyses of this data drive instructional decisions at Immaculate Heart of Mary School. Immersive Catholic Identity development includes in-service faculty meetings and a full day retreat to support the staff through reflection and growing in Christ while earning credits toward Catechist certification. Professional learning communities are vertical teams focusing on the improvement of content instruction. Administration focuses on utilization of technology, collaborating with colleagues, creating and sharing project-based learning activities, differentiation of instruction, and the use of best practices.

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

The school leaders are committed to increasing organizational effectiveness based on researched school and community needs both current and future. Immaculate Heart of Mary School is organized into four levels. The primary level includes teachers, assistants, and students in the grade levels kindergarten through two. The intermediate level is comprised of grades third through fifth including teachers, assistants, and students. The middle school level includes the grade levels sixth through eighth grade with the same composition as intermediate level. The fourth and final level is the specials level, which includes art, music, technology, library, physical education and Spanish courses and teachers. Each level has a grade level chair who leads level discussions that focus on academic instruction, student needs for academics and behavior, viewing of schedules, and planning upcoming events for the level.

The administrative team is comprised of the principal, assistant principal, curriculum coordinator, guidance counselor, business manager, director of faith formation, and lead teachers from all levels. The team meets regularly to ensure open communication and discussions occur throughout all programs and departments of the school. Reflecting on and debriefing following events allows for growth and continued future success.

Building an environment where teachers and students feel safe to take risks and openly collaborate is an important focus for the principal. The principal and assistant principal are visible throughout the school and at community events. The key role of the principal is to support all stakeholders including the students, parents, faculty and staff, and the greater community. Through an open door policy, the principal encourages faculty, students, and parents to share their ideas, thoughts and concerns. Parents have numerous opportunities to volunteer and get involved at Immaculate Heart of Mary School. The principal encourages parent participation in the Home & School Association and the School's Advisory Council as well as the garden program and other opportunities supporting the library and classrooms.

The administrative team takes pride in leading the school in academic excellence and faith formation. Through regular meetings for faculty and staff and additional meetings with students, parents, and stakeholders, the principal is able to share the vision and mission of the school. With Home & School Association meetings, School Advisory Board meetings, Finance Council meetings, regular faculty meetings, coffee talks, Curriculum Nights, State of the School Address, and school publications, the team ensures that collaborative communication occurs frequently and consistently for continued success of the school.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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The four pillars at Immaculate Heart of Mary School are Faith, Knowledge, Service, and Integrity. One, service, is the catalyst for excellence in the remaining three areas. Through experiential and collection-based service projects driven by curriculum instruction, students receive real-world education beyond the classroom. They learn how they influence the lives of many deserving people and therefore have an impact in the community and global society.

The school works cooperatively with Margaret Harris Comprehensive School, a neighboring public school that serves students ages 3-21 with severe and multiple disabilities. Weekly, students walk to Margaret Harris to provide hands-on educational support in the classroom. Students develop lesson plans, conduct experiments, and extend the gifts and talents that they have been given with those students who are differently blessed and challenged. Students also coordinate dances, teacher appreciation activities, parties, and field day so that those students have the same opportunities as Immaculate Heart of Mary School students. By assisting with the graduation, students are afforded the benefit of seeing the students they have helped nurture move on to the next step in their lives. This impactful experience leads students to develop additional educational and service opportunities throughout their secondary schooling. Through Briarcliff Oaks, a senior residential facility, students visit the elderly, play games, and entertain residents through musical performances. This outreach allows students to witness that all life is valuable and purposeful. It fills them with wonder seeing the joy they bring to this seasoned community. These efforts along with visits to soup kitchens and outreach programs on the streets of downtown Atlanta grant students the opportunity to transform the lives of those they encounter.

Immaculate Heart of Mary School engages in a number of collection-based service projects and serves as a collection center for the national Cross Catholic's Box of Joy program. Students fill boxes with items for children, and along with boxes contributed by community members, package and distribute boxes around the world. Further service opportunities provided by the school include a Christmas toy drive, Fair Trade sales, coat and can drives, hurricane relief efforts, and countless additional endeavors.

The students are servant leaders, daily living the principles and practices associated with servant leadership. Living by these practices positively impacts academic achievement and builds global leaders of tomorrow with a holistic and authentic approach. They are people of vision and purpose so that faith, knowledge, service and integrity occur organically.

## 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?      \$9652  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$3725

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      8%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      19%

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

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessment Form E

**Grade:** 3

**Edition/Publication Year:** 2011

**Publisher:** Riverside Publishing Company

**Scores are reported here as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	78
Number of students tested	55
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessment  
Form E

**Grade:** 4

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	56
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessment  
Form E

**Grade:** 5

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	55
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessment  
Form E

**Grade:** 6

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	78
Number of students tested	62
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessment  
Form E

**Grade:** 7

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	59
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** Iowa Assessment  
Form E

**Grade:** 8

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	80
Number of students tested	59
Percent of total students tested	98
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included. One student was very ill during testing week, thus only 59 out of 60 students took this Math portion of the IOWA Assessment. IOWA Assessments for 8th grade students are optional in the Archdiocese of Atlanta.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessment  
Form E

**Grade:** 3

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	77
Number of students tested	55
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessment  
Form E

**Grade:** 4

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

**Scores are reported here  
as:** Percentiles

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	85
Number of students tested	56
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessment  
Form E

**Grade:** 5

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	74
Number of students tested	55
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessment  
Form E

**Grade:** 6

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	74
Number of students tested	62
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessment  
Form E

**Grade:** 7

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	82
Number of students tested	59
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA

**Test:** Iowa Assessment  
Form E

**Grade:** 8

**Edition/Publication Year:** 2011

**Publisher:** Riverside  
Publishing Company

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

School Year	2017-2018
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	59
Percent of total students tested	98
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:** In Immaculate Heart of Mary School's current population, 17% of students are Hispanic or Latino. For the 2018 IOWA Assessment, there were less than 10 students per grade level tested in this subgroup, thus the subgroup is not included. One student was very ill during testing week, thus only 59 out of 60 students took this Reading portion of the IOWA Assessment. IOWA Assessments for 8th grade students are optional in the Archdiocese of Atlanta.