

U.S. Department of Education

2019 National Blue Ribbon Schools Program

Public or Non-public

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

Name of Principal Mrs. Ronda Swartz

(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 317 East 57th Street

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

Indianapolis
City

IN
State

46220-2517
Zip Code+4 (9 digits total)

County Marion

Telephone (317) 255-5468

Fax (317) 475-7379

Web site/URL https://ihmindyschool.org

E-mail rswartz@ihmindy.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*Mrs. Gina Kuntz Fleming

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

E-mail gfleming@archindy.org

District Name Archdiocese of Indianapolis School District

Tel. _____ (317) 236-1400

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 Adriana Ratterman

(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

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

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	15	21	36
1	22	13	35
2	28	19	47
3	23	21	44
4	19	28	47
5	20	20	40
6	29	26	55
7	29	20	49
8	22	31	53
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	207	199	406

*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
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 2 % 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2017	409
(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):
Spanish

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

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

8. Students receiving special education services: 6 %
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>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>13</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: 5

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

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
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.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
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 2018.

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

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

Yes No

If yes, select the year in which your school received the award. 2005

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

Immaculate Heart of Mary School provides an exceptional academic and Christ-centered experience grounded in making God known, loved, and served. .

PART III – SUMMARY

Immaculate Heart of Mary School (IHM) is an active, engaged and highly motivated community. In all that we do, we strive to do our best. Our student body is composed of children of all faiths and backgrounds, each with their own passions, challenges and learning styles. Our school is located on the northside of Indianapolis and remains a neighborhood school with over 70% of our 405 students walking or biking to school. For the families who live outside of our surrounding area, we remain a neighborhood school in our sense of community and family, which stretches city-wide. Our dedicated staff consists of two administrators, twenty-three certified teachers, eight student assistants, and twelve non-certified positions. IHM was named to the Indiana Department of Education's list of 2016 - 2017 Four Star Schools and was ranked the number one K-8 school in the Archdiocese of Indianapolis for overall state standardized test scores for the 2017 - 2018 school year.

IHM was founded in 1946 by an inspired group of parishioners. For over 70 years, IHM has been a part of the Meridian Kessler neighborhood, welcoming generations of local families. We are dedicated to providing the best possible education for our students through the development of the whole child, which entails knowledge, attitudes and skills essential for life-long learning. We are committed to instilling in our students compassion for others and the courage to stand up for what is right and just. Our rich history consists of traditions and milestones in which our children look forward to participating in and will remember for years to come. Among these traditions is our outreach program. Our community supports a robust and extensive outreach program, lending funding, volunteers and guidance to a number of non-profit organizations throughout Indianapolis and abroad. Another special tradition is our Buddy Program, in which our youngest students are paired with our older students who become a friend and mentor throughout the year. Other traditions include: The Catholic Youth Organization athletic program; The Spirit of IHM celebration, which honors members of our community and raises funds for tuition assistance; the annual Fall Fest, that welcomes neighbors and community members to gather together and kick-off the school year; the IHM Musical Program that performs a spectacular spring show; the May Crowning ceremony, which honors and celebrates our Blessed Mother Mary; the eighth grade trip to our nation's capital, and much more. Above all, our traditions are focused on our mission: to make God known, loved and served.

IHM is blessed with a community of highly qualified and talented staff, committed to maximizing every child's academic potential and fostering strong moral character. Our teachers are trained to tailor instruction to suit individual needs, challenging our students to go beyond the standards, preparing them for a more rigorous high school academic schedule. IHM uses Northwest Evaluation Association (NWEA) testing data, collected three times throughout the year, along with various benchmarks, including quarterly assessments, teacher input and observation, to create a system of student leveling in our Math and Reading programs and differentiated instruction in all subject areas. Lessons are tailored to serve every learning level, reinforcing content and concepts as needed and pushing students forward at their individual pace. NWEA data is used to continually assess and identify student strengths and areas of need so that we can meet a student where they currently are and help them to advance. Another important piece to our academic program is our Professional Learning Community (PLC) team meetings. Our staff meets weekly to discuss students academically, behaviorally and socially, working as a team to devise strategies, curriculum alignment and student plans for both school and home. Grade level PLC's follow an outlined 40-minute protocol, with steps to conduct meetings effectively and efficiently, maximizing the team's time and energy.

As a former recipient of the Blue Ribbon School of Excellence award, we have proudly shared this recognition with our community, referencing it as one of many testaments to the hard work of our staff and students. We believe that calling upon our former recognition encourages our team to continue to reach for the highest level of excellence year after year. We are hopeful that receiving the Blue Ribbon School of Excellence recognition again would reaffirm the years of hard work and exemplary teaching and learning. We have maintained and built upon a rigorous academic program by incorporating several intentional and successful enhancements including: Science Technology Engineering and Mathematics (STEM) curriculum, adopting The Leader in Me school program, increased classroom technology including 1:1 chromebook usage in grades four through eight, academic leveling in kindergarten through eighth grade, an after-school enrichment program, and continued commitment to the arts and cultural enrichment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

English Language Arts and Reading curriculum was aligned vertically and horizontally to match the Indiana State Standards during the summer of 2017. In addition to aligning curriculum, quarterly assessments were created to assess each student's knowledge and mastery of a subject area. All certified faculty participated in the three week work sessions and professional development.

Students in grades one through four utilize the Journeys reading series that is aligned to the Indiana State Standards, while grades five through eight implement approved literature by the Indiana Department of Education. The Journeys textbook series, adopted for grades one through four in 2016, is a comprehensive tool that encompasses all areas of our language arts instruction including literature, comprehension, phonics, grammar, vocabulary, and writing skills. In grades five through eight, our Humanities teams, which include social studies, writing, and literature teachers, uses an integrated approach to maximize cross curricular connections using the Indiana Department of Education recommended readings based upon grade level. Kindergarten uses a multi-sensory approach to teach the components of phonics, reading, and writing through developmentally appropriate practices. In addition to the multi-sensory approach, Primary Phonics materials are used to support fundamental concepts.

Reading/English Language Arts is taught in a variety ways that reach all learners regardless of ability. Whole and small group instruction, as well as individual instruction, use research based and standards driven technology and resources. While whole group instruction is utilized, small leveled grouping is the core of our language arts teaching. To support and reinforce the needs of all students, several resources are incorporated into our daily instruction. In Kindergarten through fourth grade, students benefit from a variety of resources including programs such as Lexia Core 5, Reading A to Z, IXL, and Orton Gillingham strategies. A dedicated reading specialist on our certified teaching staff supports and remediates students performing below grade level and who are identified as "at risk". Grades five through eight integrate Let's Go Learn, Reading Plus, and Kahn Academy to support individual growth in language arts. A certified resource teacher and an instructional aide assist the teaching staff with small group instruction and remediation as needed.

Language arts teacher continually observe and assess student needs and adapt the curriculum. Data from NWEA, quarterly assessments, state standardized tests, and content area tests/quizzes are used to guide PLC discussions in order to drive instruction.

1b. Mathematics:

To maintain consistency for curriculum mapping, the mathematics curriculum at Immaculate Heart of Mary was created the same way as the English Language Arts/Reading curriculum. By aligning the curriculum, the teachers are able to create a strong foundation to work towards mastery of mathematics skills.

Students in first through fifth grades use the My Math series, which aligns with the Indiana State Standards, for everyday instruction. Leveled math groups are utilized to meet the needs of each student, instructing students and moving them forward in concepts at their own pace. The goal for leveling at IHM is to maximize the growth of all students. The whole-school model for math leveling is based upon in-house data and research provides three levels of mathematics instruction: approaching level, on level, and beyond level. Additional online resources include the use of IXL and ALEKS. Both resources allow students to work at their own pace and academic level. Grades six through eight, utilize Glencoe and McGraw Hill textbooks along with supplemental materials to ensure standards are covered. ALEKS, Kahn Academy, and Let's Go Learn Mathematics are used to reinforce and remediate key skills linked to the Indiana State Standards. Kindergarten uses a multi-sensory, hands-on approach that is developmentally appropriate to build foundational mathematical concepts. This is done through whole and small group instruction, leveled learning centers, and supplemental technology.

A set of benchmarks based on student data was established to help divide students into the math level that would best allow students to learn and grow. Data from NWEA, quarterly assessments, state standardized tests, content area tests/quizzes, and teacher observations are used to guide instructional needs for each student during weekly PLC time.

1c. Science:

The science curriculum at IHM is again aligned to the Indiana State Standards through curriculum mapping. The curriculum is STEM based and provides experiential learning for all students. Labs and hands-on experiences challenge IHM students to think critically and question the findings in an inquiry-based approach.

After researching numerous science education programs, Project Lead the Way was adopted to supplement the science curriculum for all grades. All grade levels also integrate the use of Brain Pop, an online interactive website with movie clips, games, and lessons that correlate to the Indiana State Standards. Discovery Education Science Techbook is used in grades four through eight for their primary science instruction. This techbook uses videos, online readings, and interactive experiments to help students answer essential questions and promote higher level thinking skills. The seventh and eighth grades also use The Science Education for Public Understanding Program (SEPUP) and inquiry lessons from National Geographic. Students solve authentic science problems that are organized around personal, medical or societal issues. These resources keep the most current science discoveries in the forefront of learning at IHM. Additionally, intentional study trips enhance and support the science curriculum.

During PLC meetings, data from the science subcategories of the Indiana Statewide Testing for Educational Progress standardized test (ISTEP+) and quarterly assessments are reviewed. The subcategory scores are used to help identify gaps between the curriculum and state standards. This information helps guide planning and instruction to maximize student growth.

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

The goal of the social studies curriculum at IHM is to develop knowledgeable and civic-minded citizens while mastering the Indiana State Standards. Like all the previous subjects, the certified faculty reviewed and created curriculum maps that vertically and horizontally aligned to Indiana State Social Studies Standards. Starting the 2018-2019 school year IHM implemented a humanities approach between Social Studies and Language Arts. The social studies department uses a variety of resources from PBS, Glencoe and National Geographic to supplement a cross-curricular model within the intermediate and junior high humanities curriculum.

In order to achieve our goal of creating civic-minded citizenship, our social studies study trips are carefully selected to reinforce the academic standards presented in the classroom. These study trips include: visiting a mock pioneer settlement to learn about pioneer life; Junior Achievement Biztown, which provides students authentic experiences in various types of employment, running a business, and handling day-to-day finances; and traveling from Indianapolis to Washington, D.C., to experience the culture and history of our nation's capital.

ISTEP+ social studies sub categories along with quarterly assessments are used to evaluate achievement and identify areas for improvement.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Immaculate Heart of Mary School fully supports a broad based curriculum which includes fine arts in the daily curriculum. IHM school offers physical education, music, art, technology, literary enrichment and foreign language. In addition, IHM is mandated by the Archdiocese of Indianapolis to provide religious education as part of the school's Catholic identity. IHM believes that arts education and spiritual knowledge combined with rigorous academics help foster the growth of the whole child.

Students at IHM receive at least eleven hours of special area instruction each week. The following is a breakdown of classes these classes.

1. Arts (visual and/or performing)

Music and Band

The music program at IHM fosters creativity in numerous ways. Students attend music class at least once a week. During music class students receive instruction about music history, how to read music, play a recorder, and sing. Studies have shown that having students attend music education classes weekly helps develop learning skills that will inevitably be used across other curriculum areas. Music class gives students a creative outlet to stay engaged in school.

In addition to attending weekly music classes, students have a variety of before and after school musical enrichment opportunities. These opportunities include choir, band, piano, and musical theatre.

Art

Encouraging creativity, self confidence, decision making, collaboration, and focus are the foundational principles for the IHM art program. Students are exposed to abstract thinking skills that enhances higher level questioning.

The art teacher demonstrates different forms of media such as textiles, oils, water colors, paints, sketching, and sculpting while teaching lesson on art history and renowned artists. The general education teachers collaborate with the art teacher to create lessons that are cross curricular.

Student art work is showcased throughout the building with a culminating celebration of art in the spring showcase.

2. Physical education/health/nutrition

Physical Education and Health

The physical education program at Immaculate Heart of Mary School is designed to promote the physical well being of every student. This curriculum is aligned with the Indiana State Academic Standards for Physical Education and Health. These standards include physical activity, manipulative skills, movement concepts and strategies. It is the goal of this curriculum to teach students to adopt a healthy lifestyle and understand the benefits through physical fitness and health awareness. Our school nurse helps to oversee workshops about health and nutrition for all students.

3. Foreign Language

Spanish

All kindergarten through eighth grade students are exposed to the Spanish language. The Spanish teacher is a native of Venezuela and is a Spanish speaking instructor. This provides an authentic immersion and exposition to the Spanish language and culture. Students begin with basic Spanish vocabulary and build upon this, transitioning to conversational language and written expression in the Spanish language. In addition to direct instruction, the Spanish teacher incorporates VOCES and Duolingo technology programs. These programs allow students to review concepts on their own and at their own pace. Kindergarten through sixth grade students receive Spanish instruction once per week, while seventh and eighth grade students receive instruction twice per week.

4. Technology

NBRS 2019

Technology/STEM

All students at IHM attend technology class once a week. The certified technology teacher focuses on the National Educational Technology Standards (NETS) to guide her instruction. Students in grades kindergarten through sixth focus on the following skills but not limited to: keyboarding, word processing, internet skills, how computers operate, video production, problem-solving skills, and cyber safety. Science Technology Engineering and Math (STEM) is the focus for students in grades seventh and eighth through the Project Lead the Way curriculum. Students learn how to build robots, how to write computer code, and how to become better learners, problem solvers, and critical thinkers. All these skills allow students to be successful 21st century learners.

5. Any other curriculum programs

Religion

All certified teaching faculty are Catholic Catechists through USCCB Social Teachings (United States Conference of Catholic Bishops). Catholic identity is a core component of our curriculum and mission. The seven principles of Catholic Social Teachings are at the foundation of our Christ-centered community. The holy sacraments of First Reconciliation and First Communion are received in second grade. IHM employs a Coordinator of Religious Education as well as a Liturgical Coordinator, who help to support classroom teachers with religious curriculum and resources. Students have the opportunity to enhance their service and stewardship responsibilities through liturgical volunteering, service projects and outreach experiences in our community. These opportunities allow students to acquire the skills needed for a strong work ethic and to become servant leaders along their educational journey. All students and staff attend mass together weekly. Each grade level prepares the liturgy each week with a special theme and purpose that correlates to the Gospel and daily readings.

Leader In Me

IHM has been a Leader In Me School for the past six years. The Leader in Me Program is based on Stephen Covey's 7 Habits for Highly Effective People. This combined with our school vision statement, being Respectful, Responsible and Reverent, creates learners who will become successful future leaders. Each classroom creates a class mission statement based upon the school's mission and vision statements. This helps establish the tone and culture for their classroom for the academic school year.

The Leader In Me program encourages students to become independent and accountable for their learning. All students are given many opportunities to engage in leadership roles inside and outside their classroom. In addition, Kindergarten through eighth grade students keep a personal data binder where they keep assessment scores, attendance, grades, goals (personal and academic), and reflections. Student and adult Lighthouse Teams are established to help facilitate and plan activities to help students become more independent, accountable, and have a "begin with the end in mind" attitude.

3. Special Populations:

IHM accepts and welcomes students of all abilities and backgrounds. As previously mentioned, the instructional model at IHM provides explicit leveled instruction in the critical areas of math and language arts in every grade, while providing support for all students in the additional curricular areas of science and social studies.

IHM has worked hard to implement effective Professional Learning Communities (PLC) within our instructional faculty. Our PLC's are divided into four working teams: Kindergarten, first and second grade faculty; third and fourth grade faculty; fifth and sixth grade faculty, and seventh and eighth grade faculty (Junior High.) PLC teams meet weekly to (1) review data on student performance, (2) analyze data and determine growth or lack of progress, (3) formulate a plan for intervention and (4) discuss and define progress monitoring for identified students. Data that is used to identify students needing support include NWEA MAP, quarterly assessments, state standardized assessments, content area tests and quizzes, and teacher observations of daily performance.

Data derived from PLC meetings is used to direct appropriate leveling of our student population. In the subjects of math and language arts, students who are performing beyond grade level are provided opportunities to work in targeted learning groups with enrichment options. Support staff helps to facilitate students working in small groups. Additionally, exceptional learners can work independently at their own pace to maximize growth and learning potential.

For students who have been identified as struggling or “at risk,” IHM has an Response to Intervention (RTI) team that is committed to further investigation and progress monitoring for these at risk students. Tiers 1, 2 and 3 are purposefully designed to support the remediation process, incorporating comprehensive support from classroom teachers, support personnel, resource teachers and outside support services as needed. Some of the best practice interventions that IHM employs include small group testing, auditory support, use of graphic organizers, providing teacher copies of notes or use of a scribe, and many other research-based interventions. Tailored resource periods are purposefully built into the daily schedule to support any students in Tier 2 or Tier 3 of the RTI process.

Our school serves students with a variety of special needs. IHM works in partnership with Indianapolis Public Schools to service students with challenges that include Specific Learning Disabilities (SLD), ADHD, Anxiety, Other Health Impairment (OHI), Language Delays, English Language Learners, Speech and Hearing, Occupational Therapy and Physical Therapy. We strive to address the needs of any student with cognitive, physical or behavioral challenges.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Immaculate Heart of Mary is unique in that it is centered around servant leadership. All staff, students, and parents are called to serve the mission of Jesus Christ. Each morning school staff, students, and parents gather together for morning assembly. During this time the Holy Gospel is read and reflected upon, prayers and special intentions are shared, and milestones and accomplishments are celebrated. Community outreach initiatives are discussed during this common time as well. These initiatives support the needs of our local community while fostering servant leadership skills in our students.

As students enter their homerooms, every student is greeted by their teacher and/or peer, which allows students to feel welcomed and feel at home in their own classroom community. Throughout the day students are encouraged to be self-advocates. Within each classroom, every student is given a leadership responsibility as a member of their class community. This promotes a feeling of value and self worth. Every classroom community has an incentive and reward system to motivate and affirm responsible, respectful and reverent behaviors. Students use their academic tracking binder to self-assess personal, academic and religious goals each week as the quarter progresses. This promotes self-advocacy and creates a positive self-image for students as they continually strive to reach their goals and give their personal best. Throughout the school year, IHM offers many cultural enrichment experiences that further enhance our commitment to develop the whole child. The IHM faculty values modeling Christian integrity on a daily basis. Teachers approach each day with a positive energy and set high expectations for our students.

The environment at IHM can best be described as a family. The relationships between staff members and administration far exceeds that of typical co-workers. All staff have a genuine and mutual respect for one another. Staff members are continuously supporting and encouraging one another through the ups and downs of day-to-day life. This family-first environment allows staff members to feel authentically valued and supported. Staff members are empowered to manage their classrooms in their own creative way that reaches all learners. The administration respectfully refrains from micromanaging day-to-day classroom operations, thereby fostering the mutual respect between staff and administration. Teachers are encouraged to be problem solvers and risk takers within the classroom environment, thus modeling self-advocacy skills for the students.

The Parent Teacher Organization (PTO) also supports teachers at various levels. The PTO provides monthly lunches and snacks for staff members. Each classroom teacher is provided with a monetary stipend each school year to use for classroom resources not allocated in the school budget. As unexpected needs arise in the classroom or school, the PTO provides funding as needed. Staff members receive small tokens of appreciation throughout the school year as a thank you for their hard work and dedication.

2. Engaging Families and Community:

The engagement of families and the community at IHM is one of our greatest strengths. Families are always welcome at our school and are encouraged to participate and volunteer in a variety of activities to support the school. Some of these activities include attending school-wide assemblies and pep rallies and orchestrating our annual field day in May. The PTO coordinates numerous committees that parents can sign up to volunteer in various capacities on daily, weekly, monthly and/or quarterly basis. Classroom volunteers are welcomed to help facilitate differentiated learning centers in the primary classrooms.

In addition to the PTO, parents may participate on the School Commission. The IHM School Commission serves as an advisory commission to the principal. In this capacity, the School Commission works with the principal to create, adapt and communicate school objectives, policies and procedures. The School Commission also serves as a liaison between administration and parents to disseminate and receive information. Three years ago, the IHM School Commission created a marketing team to help guide our enrollment efforts and spread the great news of our ministry. From the marketing plan three critical success factors (CSF) were formed: build a culture of transparency and trust at IHM through first-rate

communication, deliver academic excellence to maximize each child's potential, and continue to foster spiritual growth and develop strong moral character.

Parents are encouraged to attend quarterly coffee talks with the principal. Coffee talks are for the principal and the parents to converse about different topics related to school and religious formation. Parent education presentations are also coordinated by the PTO. These presentations cover a wide variety of topics that have included cyber safety, drug and alcohol use, and stress and anxiety. Presentations are chosen upon needs assessed by the school and parent input.

IHM has numerous partnerships with local businesses and local universities, including Butler University and Marian University. These universities allow pre-service teachers to fulfill practicum requirements as well as student teaching placements at IHM. We value supporting our local educational institutions and future teachers. In addition to partnerships with local universities, IHM has created various partnerships with local businesses. Each year the Adult Lighthouse Team, comprised of parents and teachers, helps create activities that allow students to begin with the end in mind by looking at future careers. Local businesses and entrepreneurs come to IHM to speak to students in grades five through eight about their job, the skills needed to do their job, and how the 7 Habits of Highly Effective People are used in their daily lives.

The connection between parents and teachers at IHM is a strong one. Teachers remain in contact with parents via the online learning management system, email, phone calls, and in-person conferences. These modes of dissemination are used to communicate to parents academic successes and challenges, as well as updates about behaviors or any other concerns that may arise.

3. Professional Development:

IHM educators are encouraged to keep up with the most current, researched-based educational trends to support twenty-first century learners. Although professionals at IHM are continually improving their craft and honing their skills through their own self-improvement efforts, systemic change and growth requires collective and sustained efforts. Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is identified through regular needs assessments. The IHM administration also encourages faculty to seek and acquire current training surrounding individual and content-area needs.

The school calendar is created to allow for a summer professional development extension for the current academic year and upcoming year. This allows teachers to work as a whole faculty in addition to collaborating in grade level teams. In conjunction with reviewing and reflecting on current end-of-year data, teachers are provided new opportunities for growth through further specialized training such as: curriculum alignment, differentiation, data analysis, daily learning targets, technology training (SmartBoard), and Orton-Gillingham training. Professional development for the summer is intentionally selected based upon teacher input, administrative guidance, and student need.

4. School Leadership:

The IHM administration team consists of the principal, one assistant principal, one secretary, and a marketing and admissions director. The entire administration team shares a collaborative philosophy with all stakeholders, shared leadership amongst staff, and professional transparency. The principal has been in her current role at IHM for five years, having served as the assistant principal for the previous five years. The assistant principal has been in her current position for four years, serving as a classroom teacher in the building for seven years prior.

The principal and assistant principal are responsible for many things on a daily basis including but not limited to staff development, teacher observations and evaluations, creating and managing a budget, ordering supplies, creating various strategic plans. Discipline is minimal at IHM and handled through administration when needed. Administrators develop and execute policies and procedures, manage personnel issues, and aid with all scheduling. The principals in our building work collectively with

secretarial support staff to effectively communicate with all stakeholders including teachers, students, parents and members of our larger community. Building positive relationships with staff members, students, and parents comes naturally for the administrative team. The administration team has a great deal of faith and trust in the entire staff. This faith and trust allows for IHM staff to be problem solvers, be solution oriented and develop curriculum that is creative and rigorous for students.

Shared leadership is extremely important to the administration team and the overall organizational health of the school. The entire staff takes on various leadership roles at different levels based upon their talents and comfort level. All staff members are part of at least one committee, while most have volunteered to serve on several committees. The staff members join these committees because they have a genuine interest in the topic and want the best for IHM. These committees are empowered to evaluate and create change for the building. One of the most significant committees is the academic excellence team. This team consists of teachers, student assistants, administration, and school commission members. This team reviews academic progress, helps create the school's strategic plan and school improvement plan, as well as suggests changes to increase student achievement. RTI team meets weekly and includes administration, resource teachers, and classroom teachers. This team reviews and monitors students who have been identified as at-risk learners in the grade level PLC meetings. Strategies to help these at-risk students are discussed and implemented to allow the student to achieve.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

IHM has had superior academic success due to multiple initiatives. However, the initiative most instrumental to our success has been our intentional dedication to gathering and analyzing student data. Student data such as NWEA, ISTEP+ standardized test, quarterly assessments, and other grade level specific data points are used school wide. PLC teams meet weekly to discuss real time student data and needs. Each grade level PLC team houses data on a shared Google Drive to allow quick easy access to help drive conversation and decisions. A forty-minute protocol model is used to keep meetings on task while discussing at least two students per meeting. The forty-minute protocol begins with reviewing intentional goals for the meeting and continues with discerning current challenges facing the student, concluding with generating a list of strategies and interventions that can be used to create an immediate action plan. The PLC meeting is then closed with establishing goals for the PLC agenda for the following week.

At the beginning of a new school year all data for each individual student is reviewed by faculty. This information is used to guide the formation of leveled groupings. This allows students to be appropriately placed at their learning level to help achieve and sustain growth. Throughout the year, new data is collected, tracked, and reviewed to ensure that individual growth is being maximized for all learners. This review of several data points allows IHM staff to identify students who have shown little to no growth. Students who are identified by the PLC group as being a-risk, are automatically queued for a future forty-minute protocol. Tier 2 strategies are formulated and immediately implemented in the classroom and communicated with parents and administration.

The data collection and review helps the teaching faculty to identify and close gaps in the curriculum. By continually collecting and reviewing data it allows teachers to adjust the pace and depth of their instruction. Students' demonstration of mastery allows the educator the ability to increase the level of academic rigor.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$6017
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1737

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 23%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 95%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	209
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	217
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	226
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	233
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	246
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	249
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	207
Number of students tested	46
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	215
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	220
Number of students tested	54
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	221
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	230
Number of students tested	52
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2014

Test: Map Growth
Publisher: NWEA

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Jan
SCHOOL SCORES	
Average Score	228
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: