

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Christ The King Catholic School
(As it should appear in the official records)

School Mailing Address 5858 N. Crittenden Avenue
(If address is P.O. Box, also include street address.)

City Indianapolis State IN Zip Code+4 (9 digits total) 46220-2841

County IN

Telephone (317) 257-9366 Fax _____

Web site/URL https://cks-indy.org E-mail eseib@cks-indy.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. Brian Disney E-mail bdisney@archindy.org

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

District Name Archdiocese of Indianapolis Tel. (317) 236-1430

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Michael Biberstine
(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, leave .blank*

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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. . For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	22	15	37
1	16	26	42
2	16	22	38
3	19	19	38
4	24	15	39
5	13	17	30
6	13	21	34
7	23	16	39
8	30	17	47
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	176	168	344

*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):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 6.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 6.5 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 7%

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, 2020 until the end of the 2020-2021 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2020	318
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Spanish, Hindi, Vietnamese

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

0 Total number ELL

7. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 23

8. Students receiving special education services 8 %

With an IEP or 504: 27 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 19:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	97%	96%	96%	96%	96%
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 2021.

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

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

Yes No

If yes, select the year in which your school received the award. 2006

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

Christ the King Catholic School teaches and follows the example of Jesus Christ our King so that our students will attain their spiritual and academic potential. We are a family of parents, students, faculty, and staff, and parish members providing a Christ-centered atmosphere that instills stewardship, respect and responsibility toward self and others, and a lifelong commitment to faith formation rooted in Catholic doctrine and prayer.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

All schools and parishes under the guidance of the Roman Catholic Archdiocese of Indianapolis admit students of any race, color, national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The schools do not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Christ the King is a fully accredited, K-8 Catholic elementary school located in Indianapolis, Indiana. Our current accreditation is through Cognia. Christ the King is the parish school of Christ the King Church established in 1939. The school first opened at 5858 N. Crittenden Avenue in 1945 with an enrollment of 149 students. In the last 20 years, enrollment has teetered between 300 and 400 students. Currently, Christ the King Catholic School is home to 344 students, 83% are Caucasian/Non-Hispanic and 17% are African American, Asian, Hispanic, and/or multiracial. We have a socioeconomically diverse community with over half of our students receiving some form of financial aid. The majority of Christ the King students are drawn from the parish, and 17% of the student population is not Catholic.

Christ the King has earned many distinctions from the Indiana Department of Education. We have received an A grade for the past six years based on our yearly growth on the ISTEP+ and ILEARN. In 2021, we had the best ILEARN English/Language Arts passing percentage of all elementary schools in the state. We have earned an A grade and a 4 Star School status for six years in a row based on our overall growth and high achievement. We have been recognized as a Family Friendly School for the past six years for our collaboration and communication.

Students in kindergarten through grade five are in self-contained classrooms, while grades six through eight are in a middle school setting with six content area teachers. Students also receive instruction in technology, art, music, physical education, and Spanish. Most Christ the King students continue in Catholic education by attending local Catholic high schools.

The administration consists of a principal, assistant principal, business manager, technology specialist, school counselor, and school secretary. A leadership team of four level chairs assists administrators as curriculum specialists and liaisons. There are twenty-four full-time licensed teachers on staff, including two full-time licensed special education teachers. We also have a school counselor, five instructional aids, and a full time substitute. Christ the King teachers follow the Indiana Academic Standards and curricula from the Archdiocese of Indianapolis.

At Christ the King, our school theme is centered around being protectors, based on a Pope Francis quote, “Let us protect Christ in our lives, so we can protect others, so we can protect creation”. The staff models being protectors on a daily basis. They create safe environments in their classrooms where their students can learn and help each child reach their potential by challenging them with creative lessons and conducting daily mental health check ins. The students have many opportunities to grow as protectors through leadership roles in the student council and taking the lead in writing grants to start a recycling and composting program at lunch. Our parents also serve as protectors by coaching, running our PTO, serving on our school commission and volunteering to serve lunch and monitor recesses.

We have fully embraced our protector theme during the ongoing pandemic. We have provided a holy, healthy, and happy atmosphere for our students. We have focused on balancing the emotional health of our staff, students, and parents with a challenging academic environment. Our safety plan that included masks, social distancing, and virtual learning has had buy-in from our entire community. We have maximized the support available to us by purchasing devices, hiring instructional aids, a nurse, and curriculum to address learning loss to make sure the learning never stopped. As a result, we saw growth in our ILEARN scores from 2019 to 2021. Our Math passing percentage grew from 70.6% to 77.7% and our English/Language Arts percentage grew from 84.9% to 88.3%. We continue to adjust to ensure we are providing a safe atmosphere for our students to grow.

We motivate our students to reach their potential in many ways. We have challenged our students to take ownership of the education by introducing growth mindset principles, like perseverance, emphasizing growth of knowledge over grades, and goal setting. We also work to prepare them for their future through our STEM initiative. We regularly use our STEM Lab where students collaborate to complete hands-on, problem solving units that span from creating their own paint brush to building and programming robots.

We nurture the whole child and have put an extra emphasis on the mental health of our students. Our school counselor implements two social emotional learning lessons with each grade level a year. These lessons focus on students' mental health by giving them strategies to identify and manage stress. All of these initiatives have enhanced classroom learning, student engagement, and have instilled a positive mindset in our students and staff.

The administration and the majority of the staff has turned over in the time since our previous Blue Ribbon recognition in 2006. Today, we use this honor as a sign of what our school is capable of and a call towards continuous growth. This is evident through the creation and implementation of our strategic plan that has challenged all stakeholders to strive towards a culture of innovation and lifelong learning. All of our initiatives over the years have enabled the school to modernize and have created a culture where we are able to build on our history of success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The curriculum at Christ the King is one example of how our mission statement is applicable in a day to day setting. The curriculum reflects our values and beliefs of meeting all students' needs. We strive to provide challenging and rigorous instruction that incorporates real-life examples and problem-based learning. There is a core foundation within each subject area but also has supplemental experiences that are unique to each grade level. The curriculum is aligned to the Indiana State Standards and the Archdiocese of Indianapolis standards. Teachers interact with student data in various ways. Data boards and growth model quadrant tables from NWEA testing sessions throughout the school year are utilized to visualize student growth during the year. Tracking sheets that document students' year to year achievement on ILEARN and NWEA are compared to recent data to determine its validity and look for trends. Teachers interact with this data informally on a daily basis by using it to differentiate content and instruction. One way content is differentiated is by using Lexile scores from NWEA to provide leveled informational texts in social studies and reading classes. Teachers constantly make informal observations in the classrooms, use formative assessment tools, as well as summative assessments, such as unit tests, to determine student's abilities and growth. One way instruction is then modified is by using all this data to form small groups of similar high, average, and low achieving students who can then move at a similar pace through math or reading content. Furthermore, they also discuss the data during monthly professional learning communities and grade level meetings. Grade level strand data is analyzed and SMART goals are established. Targeted instructional strategies are created to meet these goals and their effectiveness is monitored after each summative test and/or NWEA test. Our end goal is to create lifelong learners, engaged and motivated students, and positive learning environments with challenges and rigor to push students to think at a higher level.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Our reading and language arts curriculum that is implemented follows the Indiana State Standards. Over the years, the administration and teachers have worked to vertically align reading and language arts. Teachers reviewed their standards as well as the standards in grades above and below them to ensure they were identifying the level of mastery needed within a skill and what they were to be teaching to prepare students for the next grade level. This analysis led to the teachers having more daily conversations about curriculum and best practices, which in turn has helped our students improve in their reading and writing abilities over the years and to apply those abilities in other subject area classes. Students have learned that reading and writing is not just in that content class but all classes.

First, all teachers emphasize and apply the 6+1 writing traits in their lessons and writing rubrics. This has become a common language with the teachers and students. This commonality has increased student's abilities in writing from grade to grade since implementation. This is evident in writing samples, writing assignments, and on summative tests, such as ILEARN. Teachers are able to have one-on-one conferences with students and their writing to help students understand how to individually improve their writing. This rubric is also used in other subject areas as well. Furthermore, the primary grade teachers have been trained in Orton-Gillingham phonics instruction and incorporate it in their daily language arts time and into their spelling word lists. With regard to reading, the primary grades use a variety of resources starting with a basal series. Informative texts are integrated as a way for students to learn about real-world experiences. They also rely on some supplemental materials, such as Lexia Core 5 and IXL English to help differentiate. Our Title I tutor and instructional aids intervene in the early stages to provide support for struggling students. The upper elementary and middle school literature teachers use novels to stress literature devices and meet standards. Vocabulary, grammar, and spelling are strong components in all grade levels as well.

All grade levels provide formative and summative assessments daily and weekly to ensure student growth and achievement. Once assessments are given, teachers analyze the results and plan accordingly, whether

that be to move onto the next standard or reteach to the whole class or a small group. Either way, the teachers rely on the data to plan accordingly.

The middle school grades are vertically aligned to prepare for high school literature classes with regard to in-class instruction, assessment methods, and differentiation processes. Communication with nearby high schools has allowed our teachers to have a clear understanding of what is expected of our students at the next level. We strive to challenge our students and still meet them at their academic level in order to prepare them for the reality of high school and beyond.

Reading is something we strongly encourage and motivate our students to do in the classroom and on their own. All students go to the library once a week and are encouraged to read their independent books during any down time. It's evident this happens because students constantly want to have their books out, and teachers have to tell them to put them away.

1c. Mathematics curriculum content, instruction, and assessment:

A K-8 math series that emphasizes problem-based learning is fully implemented that meets the Indiana Academic State Standards. Increasing fact fluency and problem solving skills have been the focuses for several years and are goals we are working on daily. Fluency checks are prevalent in all grade levels as a way to show student growth. Teachers continue to review and loop addition, subtraction, multiplication, and division facts throughout the year. Students are learning that increasing their knowledge in their facts will help them when a new skill or topic is introduced. Problem solving is a skill that our students work hard to improve. Teachers work through story problems with students daily to help increase their understanding and the method to use to solve the problem. Real world examples are constantly being used in order to help students realize the importance of this skill.

All students in grades K-8 take the NWEA Map Growth Test at the beginning of the school year to help teachers identify current individual, instructional levels of each student. Grades K-5 use this data to start their small, leveled groups and to help differentiate instruction. As the year progresses, they use other formative and summative assessments to determine proper groupings for the changing topics or skills. NWEA is given again in the winter for all grades and then again in the spring for grades kindergarten through second grade to show growth and areas of improvement.

Starting in sixth grade, students are ability grouped based on NWEA and teacher input and placed in one of the two math classes. One class is on grade level and the other is more accelerated. By the time students are in eighth grade, they are either taking eighth grade math or Algebra. If needed, students can move between the two classes if the teacher and test scores deem it appropriate.

With all the data collected throughout the year, we have several ways we differentiate within the classes. IXL Math is used in all grades as a supplemental source that provides differentiation. Also, problem solving strategies, manipulative use, and real-world applications are daily components to the curriculum to reach all levels of students' knowledge. The various instructional strategies include centers, partner work, small groups, and full group instruction. Remediation takes place with the use of instructional aids and our academic support teachers. Formative assessments, like the use of dry erase boards and exit tickets, and summative assessments, like unit tests, weekly quizzes, and fact fluency checks, are implemented in every grade level.

The administration and the middle school math teacher lead professional development meetings that focus on ensuring the vertical alignment of the standards, vocabulary used by teachers, fluency checks, and use of instructional aids. This is a time for the math teachers to discuss new strategies that they are implementing as well as struggles they may encounter. These meetings allow teachers to meet with grade level teachers below and above them to share their perspectives on how to improve and prepare students for the following year. Student growth is always the focus, and working as a whole team will only help.

1d. Science curriculum content, instruction, and assessment:

The Indiana Academic State Standards guide our teachers in the physical, earth, and biological sciences in all grade levels appropriately. As a school, we just adopted a new curriculum that allows for more hands-on, real world problem solving units. This curriculum also allows for more vertical alignment from grade to grade since most of the standards are rather similar. It helps to show the minor differences and allows the teachers to challenge the students at their individual, academic level. Along with this curriculum, the primary and intermediate grades incorporate a STEM unit into their science classroom throughout the year as well as any other STEM related activities to align with the standards. Middle school students also focus on a STEM unit in their science class along with the main curriculum.

Teachers use whole class instruction in the beginning of class with hands-on activities and labs as an essential part of the curriculum in all grades. These activities and labs provide real-world applications for the students and engage them in the topics that they may not have understood just by reading about them. Students are assessed throughout the units of focus to ensure understanding and growth. Formative assessments are used daily to help a teacher determine next steps for the following day's lesson. Summative assessments are given at the end of the units for students to show understanding.

There is one teacher per grade level in the primary and intermediate grades who focuses on and teaches science to both homerooms. This allows that teacher to focus on just science for the whole grade and create lessons and activities that meet the students' needs. There is one middle school science teacher for grades six through eight. This allows for a more rigorous focus and helps emphasize the sciences with the students and shows them the importance of the subject as well.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Citizenship, civics, local history, state history, United States history, world history, culture, and geography are key components of the social studies curriculum that meet the Indiana Academic State Standards. Teachers focus on the standards for each unit but also bring in current events that are applicable to the grade level and content. Teachers teach the facts of the events and do not discuss their own personal opinion or political view as they understand the age and impressionable minds our students have. These current events are what helps students to understand the importance of learning about our history, culture, and world. Students then use this information to become more informed about the world around them and to ask questions for a higher level of understanding. Teachers provide facts, dates, important events and people within a given time period to help students relate as much as possible.

Students are assessed in various ways within a given grade level. There are the usual formative quizzes and summative tests, but teachers use project-based learning as well. These projects dive deeper into the content and allow students to learn more about a person's history, a place's foundation, or a timeline of events. Students then present their findings to either their classmates or the whole school.

Many of our grade levels take the opportunity to experience the social studies curriculum first hand with field trips to local, state, and national locations. Our fifth through eighth grade students also participate in the National Geography Bee each year. There is one teacher in each grade level who focuses on social studies in the primary and intermediate grades that is opposite the science teacher. This allows the social studies teacher to focus on these standards and ensure students are on the right track for future grade level content. There is one social studies teacher for the middle school grades who has a vertically aligned method of teaching, so students are prepared and successful in high school in any level of history course.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Our additional curricular areas have an important role in teaching students a variety of ways to learn, create new interests, and help our students become more well-rounded individuals. The teachers in these areas create cross-curricular opportunities with one another and with the classroom teachers.

Religion: The teachings and traditions of the Catholic Church are core to our school and religion curriculum. As a school, we celebrate Mass every Wednesday and Adoration on the first Friday of every month. Furthermore, we put our faith into action through grade level service projects and middle school service hours. Religion class takes place in all grade levels each day and emphasizes morality, doctrine, and service. The religion curriculum is approved by the Archdiocese of Indianapolis. Students in fifth and eighth grade participate in the Archdiocesan religious assessment each year. This assessment measures the students' knowledge of the faith.

Music: Our music program provides general music appreciation experiences for all levels. All students at Christ the King participate in a music class once a week from kindergarten to eighth grades. Starting in fourth grade, there are a variety of musical instruments, such as the recorder and guitar, introduced in the music class. The introduction of these new instruments is one way our music teacher helps students realize that not every new concept is one that will come naturally, but if you practice enough, improvements can be made. Music classes focus on patterns, coordination, and performance-based standards. Students in fifth through eighth grades are welcome to join the band, which practices several times a week in class and after school and performs for the school and at other locations throughout the year. Each year, the number of band students varies, but the average is usually between twenty and thirty.

Art: The art program covers a wide range of experiences and media. All students participate in art one day a week in the primary and intermediate grades. The middle school students attend art class twice a week. Forms of media from watercolors, to two dimensional works, to clay are taught and utilized. Art is a hands-on experience in every way. Also, students learn about art history throughout the year to gain an understanding and respect for the arts. Spatial reasoning, higher level thinking, and connections to the math curriculum are applications that are made in appropriate grade levels.

Technology/STEM: Computer technology class is provided for all grades once a week. Typing skills, Internet resources, software programs, and coding all are parts of the technology curriculum. These skills and programs are also incorporated into the general classroom on a regular basis. These skills are preparing students for their future.

Physical Education/Health: Physical education focuses on lifetime fitness, instructional techniques in sports and activities, and active participation. Students in primary and intermediate grades participate in P.E. class once a week. Middle school students participate twice a week and have a focused health class once a week. Health focuses on healthy lifestyle choices, the structure and development of the human body, and overall fitness.

Spanish: The Spanish curriculum spans kindergarten to eighth grade with guidance of area high school teachers. The primary grades focus on the basics of learning Spanish, such as numbers, colors, and introductory words. The intermediate grades expand on these as well as introducing and practicing short verbal phrases. Middle school students continue to review from previous years but work on the conjugation of verbs, writing sentences, the introduction of new vocabulary, and speaking in Spanish. All grades attend Spanish class once a week.

3. Academic Supports

3a. Students performing below grade level:

Christ the King has a balance of students at various grade level abilities. For those students who are performing below grade level, we do not see it as a concern. Our teachers and staff work daily to identify the gaps students may have in their academic abilities and find ways to bridge these gaps.

Intervention strategies are used to differentiate and promote growth across the achievement spectrum by our
NBRS 2022 22IN100PV Page 13 of 21

homeroom and support staff. Our support staff consists of two special education teachers and a fulltime Title I tutor. The staff work together to determine best practice intervention strategies for students who are below grade level, implement them, and monitor them for a selected amount of time in order to track progress. NWEA, Dibels, a dyslexia screener, and other in-class tasks are used to determine progress and/or determine other students at risk.

Teachers and staff are constantly talking about students who need extra support either in the classroom or in a pull-out setting. Suggested strategies are given during monthly level meetings and followed up with the following month to check for progress. If not enough progress is shown, the teacher would take the student to our Response to Intervention (RTI) Team. The team will review the data, strategies, and offer more advice. Continual monitoring and documenting are completed as well as constant communication with parents regarding the concerns. The final step could be to recommend parents to see outside resources while we continue to help during the school day.

We have taught our students to challenge themselves but to also understand a growth mindset as they continue to grow and learn. They have learned that all students' brains grow and develop at different rates and in different ways, and that's why they need a little extra support now that they may not need in the future.

3b. Students performing above grade level:

Our mission at Christ the King is to challenge all students, including our high achievers. Students performing above grade level are identified by using in-class observations and assessments, NWEA, or ILEARN data. Teachers are always finding ways to challenge our high achievers because sometimes these students are the ones who receive less attention. We discuss ways to continue to challenge our high achievers, so they are always ready for the next level of instruction. Teachers communicate with the teacher or teachers in the grade above to see what other activities the high achievers could be doing. All these are documented for the next teacher, so they can do the same thing the following year.

Some of the methods we use are specific differentiated instruction and content that is provided in small groups and one-on-one settings by teachers and instructional aids. Online programs like IXL and Lexia are also used to challenge students with above grade level content. Another specific way content is differentiated is by using Lexile scores from NWEA to provide leveled informational texts in social studies and reading classes. These strategies have continued to help our high achieving students grow as evidenced by receiving an A grade from the state for six years in a row for our excellent growth and achievement.

Many of our middle school students are National Junior Honor Society members, so we use them to tutor younger students during the school day. Teachers create plans for these students and our NJHS students meet either in one-on-one or in a small group setting. The teachers have students who struggle but also students who are high achievers work with our NJHS students to challenge them. The leadership from our NJHS students, who are also high achievers, is truly amazing, and our younger students love the time spent together. They look forward to it each week.

3c. Special education:

Our special education students are serviced by two teachers. They work in collaboration with our LEA to create and maintain IEP's. Our special education teachers then summarize each student's IEP on a one page accomdatiation sheet that is easy for the parents, students, and teachers to understand. Once these sheets are created, they advocate for their students and help ensure that accommodations are met. They attend teacher meetings and case conferences and do a variety of push in and pull out activities. Our special education teachers also work one-on-one with their students several times throughout the day and week. This allows them to reteach, provide other instructional methods to meet the student's needs, and/or work on some remediation strategies. All of our special education students take their tests and quizzes in the Academic Center for Excellence Room (ACE Room) in order to have a quiet room with a small group setting. This allows the teachers to monitor and provide assistance to these students who may need the quiz/test read to them or help with directions. The ACE Room is also used for all students who need to make up a quiz/test or who need a quiet place to work for any reason during the school day.

Many students without IEPs need support, and since we are not allowed to write 504 plans, our special education teachers create school-level plans that mirror IEP's. This has been essential in making sure all of our students' needs are met, which is our number one priority.

Each month, the kindergarten through fifth grade levels meet to discuss any students of concern. Middle school meets once a week. These may be special education students but it is usually other students who they see struggle in one way or another. These conversations lead the teacher to implement intervention strategies for a month and then bring back the progress or lack of progress. Once that happens, students are taken to the Response to Intervention Team (RTI), which is led by our special education teachers. Here, they provide more guidance to the teachers and possibly the parents with next steps. All of the efforts are documented to ensure the student's history is known to future teachers.

3d. English Language Learners, if a special program or intervention is offered:

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Christ the King has a culture of student engagement. We have eighth grade class officers and student council officers as our main student leaders. These two groups meet with the principal throughout the year to provide feedback, give input, and ask questions. The administration makes a point to reach students on their level by providing a variety of communication pieces, including an Instagram account that most students follow. This also allows our alumni to stay abreast with school events, activities, and daily happenings. Students are our focus every day, and we want to ensure they feel appreciated, valued, and a part of the larger community, which in turns builds their sense of pride and ownership to the school.

We have implemented STEM and outdoor education opportunities that provide challenging hands-on collaborative problem solving opportunities. Students are able to design, build, and program robots, create apps, and design and print 3D shapes in our STEM Lab all while applying math, science, and engineering knowledge. Our students also apply math and science concepts as they plant, maintain, and harvest vegetables in our school garden. These two hands-on initiatives have promoted academic growth and enhanced student engagement.

The implementation of Growth Mindset theory has helped shift the focus more on growth over grades, which has created a more positive learning environment for students, where they are encouraged to take academic risks and grow from mistakes. To model this and show students how it is applicable in the classroom, elementary teachers use the whole-class NWEA data to set goals with reading and math. Fifth through eighth grade teachers meet with individual students to review their NWEA scores and set reading and math goals, accompanied by steps for achievement. With that, students are understanding and clearly seeing how their own learning can be improved and are taking ownership of their education.

During the pandemic, we have relied heavily on growth mindset concepts like embracing challenges and perseverance. We have adjusted our expectations when it comes to the work we expect our students to do. We also have introduced social emotional learning lessons for each grade level taught by our school counselor. Overall, we have partnered with our students and parents to combat the pandemic as a team, and we feel that we have been successful in more ways than one.

2. Engaging Families and Community:

We have been recognized by the state of Indiana as a Family Friendly School. We have earned this distinction through our family and community engagement and communication. We provide opportunities for parent involvement of all types from leadership in the School Commission and PTO to serving hot lunch and monitoring recess. Our School Commission plays an advisory role in the creation of our strategic plan. Parents chair school facilities, marketing, and justice committees. In collaboration with the School Commission, we identified declining enrollment as a threat to the school and have created a marketing statement and specific engagement groups to promote the school to our Parish, community, and area preschools. These efforts have led to our involvement in community festivals, hosting evening events at the school, and strengthening the bond between the parish and school. Our PTO, through fundraising, has been able to provide non-budgeted technology enhancements to the school that have increased student motivation including Chromebooks, iPads, and a classroom set of Google Expedition virtual reality viewers that are used during multiple subjects across the school.

We have a special relationship with the Joseph Maley Foundation. This is a non-profit group that provides curriculum aligned to state standards, materials, speakers, and volunteer opportunities that enhance the school. They facilitate our Disability Awareness Week where each grade level learns about a cognitive, physical, or learning disability. The mission of the Joseph Maley Foundation is “Serving children of all abilities”. This fits in perfectly with both our protector theme and growth mindset focus. Our students become better protectors through the development of empathy and understanding for all students. They also are exposed to speakers that model a growth mindset by overcoming their obstacles to achieve. We have

also implemented a school wide social-emotional curriculum that builds awareness of the importance of mental health and empowers youth to become advocates for the health and well-being of themselves and their peers. This has been essential during the pandemic. Overall, they assist in our mission by giving students real world practice with using their knowledge to protect others.

We have established multiple communication pathways to keep our parents informed about our successes and challenges. All parents have access to our student information system through a family portal website and app. Our information system enables teachers and administrators to send out instant updates and reminders and gives parents up to date access to grades and school calendars. There is also a weekly newsletter sent out that provides strategies for parents to reinforce growth mindset at home, updates on upcoming events, volunteer opportunities, and notices from the community at large. We have active Facebook, Instagram, and Twitter pages that further share with the wider community what is happening on a daily basis.

3. Creating Professional Culture:

Our professional culture is defined by our goals of being protectors and lifelong learners. A specific goal of our professional development is to provide teachers with tools and new information and materials that enhance their ability to motivate and challenge their students. We also put a focus on helping our teachers find balance by providing time for faith formation and reflection. We provide professional development during monthly faculty meetings, early dismissals, and targeted summer training. We also pay for teachers to attend conferences or classes of their choice throughout the year. This has created the culture of continuing to be a lifelong learner, not only to our teachers but to our students as well.

There are many ways that a strong sense of community is cultivated by our staff. We celebrate and protect each other. Each staff member has a prayer partner, who on top of praying for them throughout the year, announces and leads the staff in celebrating their partner's birthday. Big life moments like weddings, births, and defeating cancer are all celebrated either on or off campus. Extra prayers and support are given when a staff member experiences a loss. These are just a few examples of the family atmosphere that our staff has cultivated together.

Prior to the pandemic, we focused on training that enabled our staff to maximize their use of student data by creating and maintaining professional learning communities. We established school-wide expectations for analyzing data, setting goals, and using data to differentiate instruction. We also provided teachers the time to work with data at early dismissals and faculty meetings. Another major pre-pandemic focus was the establishment of growth mindset theory. This powerful theory, developed by Dr. Carol Dweck, has created a common vocabulary that has helped students and teachers embrace challenges and learn from mistakes. Teachers have put a focus on providing process praise to their students. Because of this, our students have become motivated to be lifelong learners by developing perseverance and confidence in their own abilities.

During the pandemic the administration has modeled being protectors for the staff in multiple ways. A plan was created that kept students and staff safe and extra federal funding was spent on a school nurse, instructional aides, and technology upgrades, all of which provided teachers with needed support. The staff's mental health was made a priority by cutting down the number of meetings, providing opportunities for meditation and group counseling, and encouraging everyone to maintain a work and home life balance.

4. School Leadership:

The administration's philosophy is to promote lifelong learners by fostering a culture of continuous growth. We do our best to provide professional development, materials, feedback, and guidelines to our staff with the goal of creating an environment where they feel safe, supported, and enabled to be creative. This is evident by ambitious strategic planning that emphasizes the school's Catholic identity and promotes best practices by modernizing the use of data, technology, and communication. The administration models hard work and does not ask anything of staff that they wouldn't do themselves.

We have a strong school leadership structure. Our administration consists of a principal and an assistant

principal. The principal oversees the kindergarten through fifth grades, and the assistant principal oversees the middle school and specials staff. Together they have established and monitored many professional expectations for the staff that have led to student success; these include expectations for applying professional development knowledge in the classroom and putting students' needs first. Data driven decision making is a specific result of these expectations. The administration has been hands-on in creating a data literate staff by leading professional learning communities. Now teachers maintain data boards, set goals, and routinely use data to differentiate content and instruction. As a result of our data focus, we have earned an A grade from the Indiana Department of Education based on our growth and achievement on the yearly ILEARN test.

The administrative team recognizes and relishes the responsibility of being servant leaders and understands the importance of cultivating and being part of a community of leaders. Our parish pastor provides an excellent example by providing advice, being a daily visible presence at school and staying in close contact with school leadership. In addition, we have a teacher leadership team that consists of a representative from the kindergarten through second grade teachers, third through fifth grade teachers, middle school teachers, and special area teachers. These teachers lead monthly level meetings, attended by their administrative representative, with their groups to discuss students in need of support, professional development goals, and technology implementation. Then they meet as a leadership group with administration to share concerns and provide feedback and advice. Finally, parents take on leadership roles through School Commission, PTO, the marketing committee, and by coaching and leading after-school teams and clubs. Every effort is made to develop a safe learning environment for our students through the establishment of high expectations that are attained through communication and collaboration.

5. Culturally Responsive Teaching and Learning:

We actively apply our school theme of being protectors when it comes to culturally responsive teaching. We take seriously our role in preparing our students to be well informed and active participants in our society. We provide both information and opportunities to enrich and inform our students. Throughout the year, we also provide information on the contributions and achievements of various cultural groups. We have identified different months throughout the year to highlight the achievements of african american, hispanic, asian, native american, and women. This information has increased our students' knowledge and understanding of the world outside of school and has made them much more responsive to the needs of others.

Current issues up to and including the ongoing fight for racial equality, income inequality, and war are addressed in and out of the classroom. In our middle school social studies classes, students are not sheltered from the harsh realities of historical facts that have led to the problems we face today. Issues such as slavery, segregation, and the effect of racism are presented as problems that we must learn from, so we can lessen their effect on the present and future.

With all grade levels, we promote the Gospel teaching that all people are created equal. We focus on how we can put Catholic Social Teachings like dignity of life, proper treatment of the poor, and solidarity of all humans into action. We do this by actively partnering with local charities to learn more about and support the homeless and immigrant communities and have collected items of need and held fundraisers. Our middle school students routinely volunteer at local food pantries and vegetables grown in our school garden are all donated to those in need. We also have a special relationship with a school in Haiti where we learn about their culture and hold student-led fundraisers to support their school lunch program.

We have started a diversity and inclusion committee made up of school parents and the administration. We have seen a growth in our hispanic population and want to make sure we are both welcoming and ready to address the needs of this and other parent/student populations. The committee is currently vetting anti-bias education training and speakers for our staff and parents, conducting an audit of the books we use in our classrooms to ensure they are diverse, and is brainstorming how to promote diversity in our staff and student population. All of these initiatives will continue to help our students be protectors now and in the future.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The initiative that has had the most influential effect on the culture of our school is our Protector Program. We based our program on the following quote from Pope Francis, “Let us protect Christ in our lives, so we can protect others, so we can protect creation”. It has positively affected the academic and spiritual development of our students, parents, and staff. It has brought our community together by creating an environment where the needs of others come first and has provided a common language and identity that has had effects both during and after the school day.

We promote our protector theme on a daily basis. We start our day together at Morning Assembly with prayer, a Gospel reading, and a reflection to model how to protect Christ in our lives, which ends with the entire community chanting the theme. Furthermore, our theme can be found on the walls of every room, our website, and email signatures. It has also applied in every subject from discussion on how characters in a story are being protectors in literature to learning about how we can protect the environment in science, to applying math skills in solving real world problems. Finally, we have grade level service projects and monthly school wide community charity collaborations to give our students real world opportunities to protect others. We protect creation through a student environmental club, an emphasis on outdoor education, recycling, and learning about renewable energy and climate change issues.

Our protector theme has given everyone a sense of belonging to the community. Our staff and parents promote and model being a protector every day. More importantly, because of this modeling, our students are thriving as protectors. You can see them in the hallways giving each other high fives or picking up someone else’s dropped materials. They open and hold the door for others. They welcome back students to the classroom who have been out sick. Students encourage each other to do their best and to keep trying. They look for ways in the community that they can be of service and bring it to the school’s attention. Our students have really grown not only academically but socially and emotionally as well since the implementation of our Protector Program. This has been evident in our alumni as well who are succeeding in their high schools, colleges, and current communities. We are called to be protectors, and we believe this is prevalent all around our community.

Our Protector Program has had great measurable short term effects, but its true benefit will be in the positive long term effects our students will have on their community and the world.

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? \$6252
(School budget divided by enrollment)
4. What is the average financial aid per student? \$0
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 20%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 54%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)