U.S. Department of Education
2017 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. Laszlo Katona
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Joseph School
(As it should appear in the official records)

School Mailing Address 1740 Lake Avenue
(If address is P.O. Box, also include street address.)

City Wilmette   State IL   Zip Code+4 (9 digits total) 60091-1574

County Cook

Telephone (847) 256-7870   Fax (847) 256-9514

Web site/URL http://www.stjosephwilmette.com   E-mail   mkendrick@stjosephwilmette.com

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. Jim Rigg   E-mail jrigg@archchicago.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago   Tel.   (312) 534-5200
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. Marnie Hundley
(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

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

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

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   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 with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	36	28	64
K	14	16	30
1	5	9	14
2	3	7	10
3	8	8	16
4	5	5	10
5	5	13	18
6	13	15	28
7	10	6	16
8	13	17	30
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	112	124	236

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 9 % Asian
                                        0 % Black or African American
                                        1 % Hispanic or Latino
                                        0 % Native Hawaiian or Other Pacific Islander
                                        81 % White
                                        9 % 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 2015 – 2016 school year: 3%

    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 *to* the school after October 1, 2015 until the end of the 2015-2016 school year	6
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2015	250
(5) Total transferred students in row (3) divided by total students in row (4)	0.032
(6) Amount in row (5) multiplied by 100	3

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

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

7. Students eligible for free/reduced-priced meals: 0 %

        Total number students who qualify: 0

8. Students receiving special education services: 3 %
                                                     6 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.

    0 Autism   1 Orthopedic Impairment
    0 Deafness   0 Other Health Impaired
    0 Deaf-Blindness   5 Specific Learning Disability
    0 Emotional Disturbance   2 Speech or Language Impairment
    0 Hearing Impairment   0 Traumatic Brain Injury
    0 Mental Retardation   0 Visual Impairment Including Blindness
    0 Multiple Disabilities   0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>4</u>

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	1
Classroom teachers including those teaching high school specialty subjects	15
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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   <u>15:1</u>

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

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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 <u> </u>   No <u>X</u>

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

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

St. Joseph School is dedicated to academic excellence for every child, and fosters personal and spiritual development within a distinctly Catholic community of faith.

PART III – SUMMARY

St. Joseph School is located in Wilmette, Illinois, a suburb of Chicago, serving children in Wilmette and ten surrounding Zip Codes since 1850. From its humble beginnings as a local parish school for new German immigrants, St. Joseph School grew to serve more than 1,000 children in the 1950s. In 1986, the school was forced to close, due to a demographic shift in which the population of school-aged children declined. In 1996, a Montessori-based pre-school, St. Joseph Preschool of the Good Shepherd, opened. The curriculum strengths of the pre-school include discovery-based and child-centered learning in an atmosphere instilled with Catholic values. Enrollment in the pre-school increased from 30 to more than 100 students. In 1998, the pastor of Saint Joseph Church, at the urging of parents, gained support of parishioners and led the movement to reopen St. Joseph Elementary School, under the auspices of the Archdiocese of Chicago. This action remains the first time a school in the Archdiocese of Chicago reopened after standing vacant. From its re-established first year with 36 students, to today, the spirit of its founding in 1850 continues to thrive.

St. Joseph students come from families where parents respect Catholic teachings and are committed to providing children with the same Catholic traditions they have experienced. Local public schools are strong, but parents choose St. Joseph because they value academic excellence in a faith-filled environment. Saint Joseph's Two-Year-Old program, one of the few such programs in the Archdiocese, lays the foundation for religious instruction. Education in religion nurtures students' spiritual development through daily prayer, sacramental preparation, mass, Eucharistic Adoration, and celebration. This growth in faith culminates with eighth-grade students making a commitment to the Catholic faith through the Sacrament of Confirmation. In preparation for confirmation, students must fulfill 25 hours of service in the school, church, and community. A comprehensive program was developed to enable each grade (pre-k through eighth) to focus on age-appropriate service projects. In recent years, students have mobilized support for human lives affected by tragedies in Haiti, the Philippines, and Oklahoma, including organizing food drives and clothing collections, performing community service, visiting the elderly and shut-ins, and providing resources to facilitate clean drinking water in impoverished countries. These projects are based on the Seven Corporal Works of Mercy.

Community dedication and leadership are demonstrated by parents in important ways that support St. Joseph School. Parents and the community serve together on the School Board, Parish School Organization, athletic board, and development committee. These groups provide needed resources, generating funds for the school, to enable enhancements fortifying academic offerings. Parent-led events that have become traditions in the Wilmette community include Oktoberfest (honoring the church's German roots); Jubilee Jog, celebrating the founding of St. Joseph, the second-oldest church in the Archdiocese; and the school's annual fundraising gala.

St. Joseph School's commitment to personalized learning enables students to succeed academically and become lifelong learners. This journey begins in pre-school, with discovery centers that instill a love of learning, and continues through each grade, encouraging students to achieve their highest potential. To challenge each child, leveled math begins in first grade, with many junior high students placed in honors math courses at local high schools. Strengths of the reading program are built on the robust foundation of the pre-school and primary curriculum. It is supported by a dedicated reading specialist, who targets students at their zone of proximal development. St. Joseph's experienced faculty, the vast majority holding Master's degrees, instills a sense of confidence and passion for learning. Most graduates qualify for advanced placement courses in high school and are accepted to their first choice school.

To educate the whole child and celebrate their God-given talents, St. Joseph students are also nurtured through fine arts and music programs weekly. Every grade participates in two annual musical performances, and all students have the opportunity to showcase their gifts in a talent show during Catholic Schools Week. The school offers band from fourth through eighth grade. A student choir performs at school masses and other community events, including the Village tree lighting ceremony and singing for the elderly. With children as young as four participating in fine arts classes, students are able to discover their talents through a range of mediums. In turn, they learn that art is cross curricular and can be an effective expression of themselves. In addition to the school, students' artwork has been on display at the Wilmette Public Library, New Trier High School, Loyola Academy, and Loyola University.

St. Joseph School promotes an environment where students study, pray, grow, and play in an atmosphere of mutual respect. The rights and expectations of students are stated in grade-appropriate codes of conduct, which emphasize honesty and respect. Confidence and emotional development are nurtured in St. Joseph students, encouraging all to develop their unique identity.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Joseph School curriculum is meeting and exceeding Illinois Learning Standards and Common Core national standards by using the GAINS model, which has been adopted by the Chicago Archdiocese Office of Catholic Schools. The GAINS model better prepares students to compete globally.

The reading and language arts curriculum provides students with opportunities to read, write, and communicate in many ways. In early childhood, teachers use the Superkids reading program and Handwriting Without Tears. By doing so, students are given a firm foundation in phonics and fine motor skill development. The reading program continues to develop a foundation in literacy by using a comprehensive basal series. In intermediate grades, students move into novel study using literature circles. The focus on quality literature continues through graduation with interdisciplinary studies. These researched-based programs enable the development of strong comprehension skills as well as higher order thinking skills. Younger children build reading stamina and writing competence through the Daily Five. In the intermediate and upper grades, students transition to Daily Oral Language, practicing reading, grammar, writing, and conventions daily to achieve mastery. Upper grade literature selections focus on interdisciplinary units with cross-curricular reading and writing assignments. The graduate of St. Joseph School has mastered synthesizing, evaluating, and analyzing texts.

The math curriculum is aligned from kindergarten through eighth grade, using the GoMath program. Math features units of study that enable teachers to personalize math instruction from basic skills to algebra concepts. In early childhood, students grasp number concepts as well as geometry using concrete manipulatives and real graphing. As students progress, mathematics content includes number sense, operations, graphing, statistics, probability, problem solving, and algebra. Tactile manipulatives, supplemental programs, and technology in the math program move students from concrete calculations to abstract thinking. At every grade level, math instruction begins at the concrete level with extensions such as writing in math and applications in the real world. This method enables students to move from computational skills to abstract thinking. Combining traditional teaching with the use of technology and hands-on activities has given St. Joseph students proficiency in mathematics. Many students qualify to study high school math at Loyola Academy and New Trier high schools while still in junior high.

STEMscopes engages students in hands-on investigations in science, technology, engineering, and math topics. This program is aligned with state standards. STEMscopes Early Explores fosters inquiry and discovery in preschool and kindergarten. It is aligned with the STEM curriculum through eighth grade. Each grade uses the 5E plus 1A lesson model: engage, explore, explain, elaborate, and evaluate. Students in kindergarten through fifth grade participate in a school science exposition. All sixth through eighth graders participate in the school science fair, using the scientific method. Selected winners go on to compete at the regional and state level. In 2016, at the Illinois Junior Academy of Science State Competition, St. Joseph students received the most gold medals in their division!

The social studies curriculum is aligned with State of Illinois standards and common core standards. Early grades begin with fundamental concepts of communities, using interdisciplinary thematic units. Middle grades concentrate on geography, map skills, and identifying influential figures in American history. Upper grades study World and American history. Civic learning is taught and experienced at all grade levels. Students participate in mock elections and debates. All grades participate in student council activities, promoting leadership and representation. Living in a culturally-rich area, students at St. Joseph School enhance their learning with interactive field trips. This enables students to gain knowledge through first-hand experiences, further enriching lessons. In eighth grade, students take the State of Illinois and U.S. Constitution tests. Civic learning continues with a mock Village of Wilmette board meeting, where students take on roles of board members.

Teaching students about their Catholic faith is an integral part of the school's core curriculum. Beginning in preschool, St. Joseph students learn, in daily religion lessons, the doctrine of their Catholic faith. Using

Jesus as a role model, students practice their faith through daily prayer, attending mass, Eucharistic Adoration, and prayer services during Advent and Lent. Students live the faith by respecting their peers and participating in service projects. Learning and practicing their faith prepares students to become soldiers of Christ.

For schools that offer preschool for three and/or four year old students: additionally in approximately 100 words describe:
Seeds for lifelong learning are planted in each two-year old and nurtured through junior kindergarten. School readiness is achieved in the three domains of human development: Cognitive, Physical, and Psycho/Social. Seven key characteristics: confidence, curiosity, intentionality, self-control, relatedness, capacity to communicate, and cooperativeness promote social/emotional development. The play-based classroom with eleven centers targets the core curriculum. Cross-curricular units enable in-depth learning. Learning strategies encompass Gradual Release Responsibility, think alouds, critical thinking, and open-ended inquiry with STEM incorporated throughout. Interactive activities engage children with authentic hands-on learning. Preschoolers transition seamlessly into the primary grades after mastering acquired skills.

2. Other Curriculum Areas:

St. Joseph students acquire essential skills and knowledge in other curricular areas. To develop the whole child, student instruction extends past the core curriculum. Unique talents and interests are highlighted in special curricular areas. Specific instruction by content specialists in each area provide outstanding opportunities in: art, music, physical education, Spanish, study skills, and computer technology.

Students at all grade levels participate in art one day a week. The program provides students with the capacity to discover creative outlets. Beginning with Project 24 in early childhood, students are given basic drawing instruction, promoting the development of fine motor skills and keen observation. Project 64 continues with drawing instruction in primary grades. Older students are exposed to a variety of mediums such as fiber, glass, clay, and photography. Through these lessons, students are exposed to art history and the social concepts that inspired the artists. Pieces that the students create are exhibited in an annual school-wide showcase. Many students' creations have been entered into local competitions.

Weekly music classes focus on an appreciation for music. Children in all grades are taught to listen, sing, read, and write music. Instruments, beginning with the recorder in second grade, are introduced with a view to transition to the band program. Performing opportunities include cantoring and choir. All students perform in a Christmas Concert and a Spring Concert, highlighting their talents in song and band. The band program consists of a beginner band and concert band that meet twice a week.

Physical education is held twice a week from preschool through eighth grade. The goals of the program are to develop coordination, instruct and practice athletic skills, participate in group sports, and promote good sportsmanship. This leads to responsible healthy lifestyle habits. In addition to traditional sports, units cover dance, fitness assessments, nutrition and health, and team building activities. Eighth graders are introduced to ballroom dancing, promoting social/emotional competence.

The athletic programs are a natural progression from the physical education program. Instructional leagues for basketball begin in kindergarten. These teams offer young athletes the opportunity to practice basketball skills and sportsmanship. From fourth grade on, teams compete against other Catholic schools in the local council II-3A. Sports offered include football, volleyball, basketball, cross country, track, and golf.

By offering Spanish, St. Joseph School is in compliance with the program's foreign language requirements. Beginning in preschool, students attend weekly foreign language instruction. This continues into junior high, where students participate four times a week. Students learn fundamentals of the language, celebrate the culture, and engage in real- world projects to enhance their understanding of Spanish culture. This is achieved through the total physical response system, an immersion technique, where students collaboratively write and perform a short script in Spanish. Storytelling, reading, and singing in the language solidifies vocabulary. The belief conveyed is that anyone can acquire a second language given enough compelling and comprehensive input.

Essential study skills are developed and built through many facets during junior high. Note-taking, outlining, highlighting, skimming, creating study cards, and graphic organizers are folded into the curriculum, laying a foundation for academic success in high school and beyond.

St. Joseph School uses technology to support students. Students attend weekly technology instruction, where they grasp lessons and activities in keyboarding, internet research, word processing, graphic design, spreadsheets, and multimedia presentations. Responsible computer use is taught by the local police, along with teachers and parents. These skills are then integrated into content areas in the classroom. Technology integration in class is supported by using 1:1 iPads, SMART boards, and laptops. Using iPads, students are able to broaden their world by using educational apps to extend learning. For example, students can take virtual field trips, dissect animals, visit NASA, and connect with classrooms across the world.

St. Joseph School extends its learning offerings before and after school. The extended day program provides traditional offerings such as Brownies/Girl Scouts, Cub Scouts/Boy Scouts, as well as Irish dancing, chess, Amazing Minds, cooking, yoga, Stage Stars, and karate. Adventure Guides offers fathers and daughters of the school and community the opportunity to connect and work together. Girls on the Run enables preteen girls to build self-esteem and confidence through accomplishment.

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

St. Joseph School prides itself on meeting individualized educational needs for all students. Various instructional methods encourage students to analyze information and use different modes of thinking. Teachers tap into the innate curiosity and assist in bringing deeper meaning to each student's knowledge in forming new constructs. Through whole group, small group, and one-on-one instruction, teachers target and challenge students' specific academic levels.

Teachers use research-based strategies like small group guided reading and ability or interest-based groupings. Teams often present multimedia projects to their peers. Students learn from the teacher, textbook, instructional materials, and from each other. Maintaining a journal for daily writing encourages students to become proficient writers. Peer conferencing and buddy mentoring instill the value of editing.

Collaborating with a reading specialist, teachers target all reading levels. Teachers employ programs such as Read Naturally, A-Z Reading, and Michael Haggarty to best reach each learner. For students struggling in early literacy, teachers use Slant, MegaWords, Wilson, and benchmark fluency in pinpointing specific needs and building a personalized curriculum plan. Advanced readers are given the opportunity to progress above grade level in small group instruction and pull-out lessons with the reading specialist.

The GoMath program facilitates differentiated instruction. Each grade level has multiple unit booklets that enable flexibility to target instruction. Pacing and placement in each unit is determined by student mastery. Summative assessments are done at the end of each unit.

St. Joseph School values core curriculum content. To engage the learner, the expert staff provides whole class instruction along with rich technology tools. This ensures that each student has a strong foundation to build upon. While academic instruction is key, instructional methods in the upper grades also teach time management, self-advocacy, and effective communication of knowledge.

St. Joseph School's assessment methods include formative assessment, summative assessments, screening instruments, and standardized testing. In pre-school and primary grades, teacher observations guide instruction, method, and content. Formative assessment is also used in the upper grades through teacher-made tests and instant assessment response. Pretesting and KWL (Know, Want to Know, Learned) are also used. At the end of each unit of study, summative assessments are done in the form of teacher-made tests, publisher's made tests, or student presentations.

In kindergarten through second grade, the screening instrument used is the DIBELS. DIBELS is used three times a year to monitor progress and ensure the needs of each student are met. When a student falls below a

specific benchmark, the full-time Reading Specialist provides pull-out and teacher support.

Standardized testing informs parents, teachers, and administrators about individual and school-wide achievement. While the Archdiocese requires testing in third, fifth, and seventh grades, St. Joseph School administers the ACT ASPIRE test to all third through eighth grade students. The results are communicated to parents about their child and about the school as a whole. School faculty and administration review and analyze the data. Using this information, curricular decisions can be made more effectively. Individual interventions are planned.

Results from all assessments are used by staff to determine goals for the following school year and to set parameters for changes that must take place concerning instruction and curriculum. This systematic process begins at the end of the school year in June. The staff dedicates time to not only examine the data, but to compare results to classroom achievement and teacher recommendations. Teachers of recent students meet individually and in teams with upcoming teachers to share information, insights, and to help develop units that complement the incoming class. By doing so, classes have tailored units and specific curricular changes that meet their abilities and encourage them to achieve a higher level of mastery.

St. Joseph School students had taken the Terra Nova through the 2015 school year. In 2016, the Archdiocese of Chicago required the ACT Aspire test be administered. St. Joseph School students have ranked in the top ten percent on the Terra Nova and the ACT Aspire tests. These results point to the rigorous curriculum that challenges the students. Academic excellence is valued and expected. Students succeed in advanced content in math and reading. Teachers and administration establish goals in each curricular area, revising and adopting new programs to maintain a high standard of academic excellence.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

The climate and culture at St. Joseph School is infused with the Catholic faith. Faith is foremost. The St. Joseph community is a warm, nurturing, and loving place. To teach as "Jesus did" is the mission of every teacher. From this grows a partnership among parents, teachers, administration, and the pastor in developing students' values and beliefs.

The pastor and administration expect, through the development of moral values, high standards of conduct and academic excellence. This expectation leads to each student working at his or her optimal level. St. Joseph students then demonstrate self-discipline through their behaviors as well as in academics.

In the classroom, establishing a positive teacher-student relationship is the first step in motivating children. Connecting new information to the lives of the learner makes each lesson more meaningful. Lessons become relevant to lives. Fostering competence in all areas of academics continues to motivate and support the pupil. Expectations of excellence lead to students achieving and succeeding in taking ownership of their education and becoming lifelong learners.

St. Joseph School spans twelve years of education. Connections through these years provide an environment for safe emotional and social growth. Valuing the uniqueness of each individual fosters acceptance. This, in turn, helps each child to know, love, and value his or her God-given gifts.

Students are provided with the opportunity to impact the social climate and culture of the school through student government. Elected officials meet with constituents to discuss topics to bring to the attention of the administration. Topics range from recess equipment to the need for resources in the science lab. This promotes collaboration among all grade levels and the administration. Students' contributions foster leadership and civic responsibility to the overall climate of their school.

The teachers of St. Joseph School are valued and given a voice. Teachers showcase their strengths and model good practices for one another. They assume leadership roles on four main teams: early childhood, primary, intermediate, and junior high. The staff meets regularly. Through this body, they model love and respect for God. Throughout the academic year, every Catholic school teacher's sacrifice and dedication is acknowledged and rewarded by the Parish School Organization and the School Board. Redecorating the faculty lounge, stocking its cupboards, hosting breakfasts and luncheons, and awarding teacher appreciation gifts and annual bonuses are all examples of how the St. Joseph community shows its gratitude and support for the dedicated staff.

2. **Engaging Families and Community:**

St. Joseph School effectively engages families, the local school district, and the community. The primary beneficiary of these endeavors is ultimately the student, but all involved receive advantages. Parental involvement includes opportunities to participate in the classroom; accept leadership roles on the School Board, Parish School Organization (PSO), and the athletic board; and other fundraising roles. The greater community assists students in raising civic awareness because of partnerships with the Village of Wilmette.

The ways that parents are encouraged to participate fortifies the educational environment. Opportunities in the classroom create alliances between teachers and parents. The School Board relies on parents' expertise to assist in budgeting, marketing, and other areas of importance for the school. The dedication of the Parish School Organization in raising necessary funds to maintain reasonable tuition rates while helping to offset operating expenses is invaluable. The athletic board provides another opportunity for parents with specific interests to advise and assist with athletic offerings. Students observe the countless hours parent volunteers give. It is impressed upon them that the community is working together toward a common goal.

St. Joseph School works closely with the public school district. The school district certifies that our

students are in compliance with health requirements. It also assists in determining if Individual Education Plans (IEP) are required and advises teachers on implementing the Response To Intervention (RtI) model. Engaging families in the larger Wilmette community through mock government boards, participating in village holiday parades, and supporting local charities like Family Promise and Feed my Starving Children are ways St. Joseph students learn there is a larger world outside of school. Through volunteering, students see the impact of their gifts, talents, and time in the community.

Teachers have found outlets to demonstrate students' abilities by participating in community spelling bees, displaying artwork at area universities, and entering students in local math competitions. These opportunities demonstrate a larger realm than the classroom, and they compete successfully.

Communicating student achievements and challenges varies. The principal communicates broad successes and pertinent information through weekly emails. The PSO generates a bimonthly publication to share progress on fundraising and goals. Constant Contact is used for immediate or urgent messaging. Challenges are conveyed directly to parents through their child's homeroom teacher or the principal. Parent-teacher conferences are conducted twice a year. Teachers and parents are encouraged to contact one another at any time during the school year.

3. Professional Development:

The approach to professional development at St. Joseph School is one of collaboration. Decisions are made system-wide, school-wide, and by individual teachers and are data-driven by various forms of assessment. System-wide professional development goals are determined at the Archdiocesan level. These target common core standards, technology in the classroom, and other yearly district themes. At the local level, using student assessment data, a decision may be made at a School faculty meeting to target a specific curriculum area or education topic for one or more years. These goals lead to specific professional development for the staff. Teachers are evaluated annually, both formally and informally, through regular observations by the principal. Written teacher evaluations at the end of each academic year are followed by a professional development plan formulated by each teacher and approved by the principal. The faculty has a voice in professional development decisions, both school-wide and individually. This empowers teachers and motivates them to be lifelong learners.

This tri-level, system-wide, school-wide, and individual approach impacts the capacity of St. Joseph faculty to grow intellectually and to function in the classroom at a high level of skill. Teachers and administration learn from each other and model a collaborative learning community. Individual teachers with specific expertise share their knowledge with colleagues in mini workshops. Most teachers hold Master's degrees and are encouraged to complete graduate study before their fifth year of teaching. Each new school year presents an opportunity for teachers and staff to grow in their craft and demonstrate their knowledge in the classroom. Student achievement is high because professional development is aligned with state and Archdiocesan standards. The capacity of each teacher is tapped when they are free to be professionals and have a voice in their development choices.

Cutting-edge topics and classroom challenges are brought to regular staff meetings for discussion and investigation. Often, these topics become yearly professional development goals. All teachers are supported by the administration and their colleagues when there is a student achievement gap. Strategies for intervention using the Response to Intervention (RtI) model is one example of a professional development goal that has been successfully implemented. A team of teachers developed a comprehensive packet of forms to aid in the RtI process and a flowchart to assist them in proper pacing and sequence. Student achievement and school improvement are attained because of the alignment of professional development at the core level.

4. School Leadership:

The pastor, principal, teachers, School Board, and the Parish School Organization work in tandem for the common good of all students. Stakeholders, using the example Christ has set, create an atmosphere of strong moral and spiritual guidance. Leading by His example and acting as positive reinforcement enables

these leaders to focus on educating the whole child; that enables students to become loving, morally strong, productive members of society.

The pastor's primary focus is the development of faith. He is responsible for placement of a principal and faculty who fulfill the mission of the school. Whether it is preparing for school liturgies; speaking to parents, staff, and students; or advising the principal, the pastor is the steward of St. Joseph School. Having a consistent presence at school, whether at drop-off, pick-up, in classrooms, hallways, or after-school activities enables the pastor to interact with students in a natural way.

The principal and pastor are strong collaborators. Making sure that academic standards are met and exceeded is the priority. It is the principal's responsibility to ensure that the curriculum aligns with the benchmarks established by the Archdiocese of Chicago. Emphasizing an environment where children are expected to achieve is a main focus for the principal. As a result, the principal supervises all staff, ensuring that students are being led by exemplary educators.

High student achievement is the goal of a St. Joseph teacher. Nurturing the gifts and talents of each child enables every student to reach his or her highest potential. Teachers and parents work as partners in every phase of student education, supporting and cooperating with one another. While promoting academic excellence, teachers prepare children to become lifelong learners.

The St. Joseph School Board is an advisory committee, drawing members from the school and parish. The board works as a team, to support the pastor, principal, and staff, enabling them to concentrate on educating the whole student. The board sets annual goals that support the vision of high expectations for quality teaching and learning that encourages strong students.

The Parish School Organization (PSO) facilitates a strong working relationship with teachers, the pastor, and principal. The PSO enlists and organizes volunteers, holds parent education events, and plans teacher appreciation activities. The PSO raises funds for school operating costs and education enhancements and works closely with the pastor, principal, and teachers to determine the programs that will best benefit all students.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

St. Joseph School continually monitors strategies that are working best and reviews any research-based strategies that must be incorporated for academic success. When adjustments are warranted, they are made collaboratively, with the administration and colleagues. Initiatives stem from our mission for academic excellence or are driven by assessment data. Socio-emotional needs are also considered.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>7175</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>1295</u>

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

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>100</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 3
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	415
Number of students tested	11
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Math
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	421
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** ACT Aspire   **Grade:** 6
Edition/Publication Year: 2016   **Publisher:** ACT, Inc.   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	424
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Math

Edition/Publication Year: 2016

Test: ACT Aspire

Publisher: ACT, Inc.

Grade: 7

Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** ACT Aspire   **Grade:** 8
Edition/Publication Year: 2016   **Publisher:** ACT, Inc.   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	430
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 3
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	11
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	419
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA **Test:** ACT Aspire **Grade:** 5
Edition/Publication Year: 2016 **Publisher:** ACT, Inc. **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	423
Number of students tested	30
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 6
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	425
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** ACT Aspire   **Grade:** 8
Edition/Publication Year: 2016   **Publisher:** ACT, Inc.   **Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	428
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. None	
Average Score	
Number of students tested	
2. None	
Average Score	
Number of students tested	
3. None	
Average Score	
Number of students tested	

NOTES: