

U.S. Department of Education
2023 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 Mrs. Carol Burlinski
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St Isaac Jogues Elementary School
(As it should appear in the official records)

School Mailing Address 421 S Clay Street
(If address is P.O. Box, also include street address.)

City Hinsdale State IL Zip Code+4 (9 digits total) 60521-4087

County DuPage

Telephone (630) 323-3244 Fax (630) 655-6676

Web site/URL <https://www.sijsschool.org> E-mail cburlinski@sijsschool.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. James Quaid E-mail superintendent@dioceseofjoliet.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Joliet Tel. (815) 221-6100

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Shea Sullivan
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 the current school year (2022-2023) 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, 2022 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 Students
PreK	75
K	55
1	50
2	32
3	49
4	42
5	42
6	47
7	48
8	39
9	0
10	0
11	0
12 or higher	0
Total Students	479

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 0 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

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, 2021 until the end of the 2021-2022 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2021	477
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Spanish, Polish, Ukranian

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 with an IEP: 2 %
Total number of students served 11

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 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>3</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %
Total number of students served: 18

10. Number of years the principal has been in the position at this school: 9

11. 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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	90%	93%	89%	89%	89%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 1990

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

To partner with parents in providing a 21st century skills-based education grounded in faith and service where students acquire the skills, knowledge, and behaviors to reach their full potential as citizens equipped to meet the challenges of a changing society.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.dioceseofjoliet.org/hr> Policy 4005 Equal Employment Opportunity Policy 5110 - Non-Discrimination Policy

Schools operated under the auspices of the Diocese of Joliet admit students of any race, color, sex, national/ethnic origin to all the rights, privileges, programs, and activities generally available to students at the schools. Questions and/or concerns regarding discrimination in admission should be directed to the principal (if applicable) the pastor (or parish administrator) and the Superintendent of Schools in the Diocese of Joliet.

18. **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

St. Isaac Jogues Parish School is a Catholic elementary school for students in preschool through eighth grade. The enrollment is 479 students for 2022-2023. Hinsdale is a middle to upper middle class village with close proximity to Chicago. St. Isaac Jogues is one of many private school options within the Hinsdale area, and competes with District 181, a top-rated public elementary school district within the state of Illinois. The parish school was founded in 1932 and numerous phases of expansion have taken place resulting in the present physical structure. The school currently has 25 classrooms for instruction of the core curriculum, a STEM (Science, Technology, Engineering and Math) lab serving all students, Art and Music rooms, a designated classroom for World Language instruction, a gym, the Media Center housing library resources, and an Exceptional Learners Center (ELC) to meet the learning needs of all students.

St. Isaac Jogues works in tandem with the parental community to recognize the uniqueness and dignity of each student while striving to develop students spiritually, through religious instruction, the sacraments and service to others; intellectually, through a rigorous academic program; physically, through a commitment to wellness and nutrition; and emotionally through the "Friendzy" curriculum addressing the core competencies of social emotional learning: anxiety, stress, and relationship building. The St. Isaac Jogues graduate will be a faithful, knowledgeable, responsible citizen, and an active member of the Catholic Church. The SEL (Social Emotional Learning) curriculum was adopted in Fall 2020 as a direct response to the pandemic. The curriculum includes a parent component to support the program within the home.

The essential skills of communication, collaboration, critical thinking, and creativity are at the forefront of all lesson design. St. Isaac Jogues successfully launched a 1:1 iPad initiative (2015) for all grades, K-8. It is the intent to graduate students as sound digital citizens who understand the responsibility of creating their digital footprint. St. Isaac Jogues was the recipient of the Common Sense Media Digital Citizenship Award in July 2016.

Several programs are in place to offer support to the core curriculum and allow for the development of each individual child. A resource team comprised of a school counselor, Director of Learning, part-time Director of Resource, school nurse, and part-time speech pathologist and occupational therapist, allow the staff to address obstacles, both academic and emotional, which might provide a barrier to learning. The mission of "All Are Welcome" has become a reality as the principal completed an Advanced Certificate program through Loyola University which provided access to resources to support the learning of all children. This included working with the staff on behavioral structures as well as the pillars of instruction, assessment, and curriculum. The Director of Resource provides internal professional development to staff in the areas of accommodations, modifications, ISP's (Individual Service Plans), and research based instructional strategies that maximize student learning.

As St. Isaac Jogues created a community of learners, from teachers to students, to parents, to administrators, the Navigator program was born. The Navigators work from the premise of all students having the same destination, but the route each takes may differ. A navigator is a junior high student who volunteers to work with primary students during their lunch hour or WIN (What I Need) period. Training is provided and support can be tailored to remediation, reinforcement, or enrichment.

The strong co-curricular program offers inter-scholastic athletes with all-inclusive participation beginning in fifth grade. The athletic offerings include football, basketball, cross country, volleyball, track and field, and cheerleading. Fine Arts includes a choir program for all grades and a school musical. Students compete in local academic competitions in the areas of Math and Science, prepare and compete in the statewide Science Fair, engage in Chess Club, and foster their leadership skills in Student Council.

Academics, fine arts, athletics, service, religious instruction, and social and emotional growth are the pillars that build the foundation of St. Isaac Jogues Parish School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The English Language Arts (ELA) Curriculum incorporates the essential components of effective literacy instruction: foundational skills, fluency, vocabulary, and reading comprehension. In Fall 2022, "Into Reading" was implemented in Kindergarten through Grade 5. This curriculum is based on the "Science of Reading", a research-based model of best practices that develops skilled readers. Students are exposed to a variety of fiction and non-fiction texts that are appropriately rigorous and knowledge-based. Daily 60-120 minute instructional blocks include explicit, whole-group instruction, as well as small group rotations. In the small-group rotations, differentiation and personalized learning occur via guided reading groups and individualized acceleration or remediation on the Amira app.

The goal of the ELA curriculum is to develop lifelong readers. Students are exposed to a variety of current and classic literature, non-fiction text, and self-selected books. An annual Book Fair, in partnership with a local business, supports the growth of classroom libraries and the individual purchase of reading materials. Author visits are organized for the appropriate grade(s) to make connections between reading, writing, and the real world.

The "Into Reading" series has an explicit writing curriculum that scaffolds skills as students progress. The writing curriculum begins with sentence formation in kindergarten and culminates with the end product of a research paper in junior high where students demonstrate how to produce clear and coherent writing.

Grades 5-8 students build upon their foundational skills through literary response, non-fiction analysis, writing, and vocabulary. Grammar and writing is scaffolded appropriately at each grade level. Throughout the ELA curriculum, there is a focus on structuring sentences and paragraphs with an emphasis on ideas, organization, word choice, fluency, and conventions. As students progress through the ELA curriculum, writing is essential to constructing meaning as students read and make connections with the text.

Throughout the curriculum, the emphasis is on Preview (look at the cover), Question (ask who, what, when, where, why, and how), Predict (make predictions and see if they are correct), Infer (think about what the details tell you and use them to understand what the author means), Connect (relate text to other texts and the world around you), Summarize (organize the main details and draw conclusions), and Evaluate (think about what you learned from the text). These are the essential skills taught to attack text from Grades 1-8, becoming more sophisticated as the student progresses through the curriculum. Students possess bookmarks with "Things Good Readers Do" as a helpful hint. A common language was adopted to assist teachers in uniformly addressing questions that students raise when engaging with text. Annotation and text marking is consistent throughout the school, and the use of data to drive instruction and choice of instructional materials is continually reviewed to maximize learning. Common language posters are displayed within the ELA classrooms for both fiction and non-fiction text, and non-fiction posters are visible in science and social studies classrooms. The MAP (Measures of Academic Progress) is administered to measure student growth and determine a student's readiness to learn. A second external assessment, the ITBS (Iowa Test of Basic Skills), is also used to monitor the achievement that students make as they progress through the curriculum.

Newsela is a supplemental literacy program which allows for differentiation through the selection of text at an appropriate level for each student. This program emphasizes non-fiction reading which is an area highlighted for needed growth.

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

St. Isaac Jogues complies with the Illinois State Standards for Mathematics in Kindergarten through Grade 8 and offers Geometry as the capstone course within the study of Mathematics for students who demonstrate

readiness. In Kindergarten through Grade 4, "Ready Math" and "iReady" were adopted in Fall 2021 to better support the differentiation of mathematical abilities when students are heterogeneously grouped. Students progress to a skill-level placement for instruction in Grades 5 through 8. The Assessment and Learning in Knowledge program (ALEKS) is a web-based program that was implemented to assess, reinforce, or reteach mathematical skills and concepts for each individual student. This is accessed via the iPad and has improved the progress of St. Isaac Jogues students in Mathematics.

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

The K-8 Science curriculum is linked to the Next Generation Science Standards (NGSS) and is integrated within the Science, Technology, Engineering, and Math (STEM) program. The STEM teacher works in tandem with the Science teachers to integrate the Science standards within the engineering curriculum. With the introduction of the STEM program in Fall 2016, the Launch and Gateway elementary programs which are part of the "Project Lead the Way" (PLTW) curriculum were selected to anchor the STEM initiative. The pre-engineering program serves PreK4-Grade 8, with every student having at least one designated STEM period during the instructional week. The focus of the program is design and modeling, culminating in robotics. There are additional units in all grades which include: TinkRworks hands-on lessons, the use of 3-D printers to reinforce the principles of engineering, instruction in coding, and an internal LEGO competition where all students build and create.

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

The K-8 Social Studies curriculum is literacy-based and aligned to the Illinois State Standards. Primary students learn about living in a community and their classroom lessons are supplemented with visits to the local police and fire departments. Grades 4-8 students progress through state, national, and world history, as well as geography and current events. Before graduation, students successfully complete a comprehensive study of the U. S. Constitution, learning democratic principles and the responsibilities of citizenship. Field trips and guest speakers connect the students to the world and provide for a variety of cultural experiences. In the past school year, junior high students met virtually with a NATO ambassador to discuss the crisis in Ukraine. Each year, 8th grade students visit the Illinois Holocaust Museum as part of an interdisciplinary study of the Holocaust.

One crucial goal of the Social Studies curriculum is the consistent use of primary source documents which allow students to formulate a deeper understanding of historical events while constructing their own meaning based on evidence. This is accomplished through teacher-created document-based questions (DBQ's). Teachers select a set of primary documents and provide guiding questions with the purpose of using evidence from the documents to prove a claim. The complexity of these sources increases as the students progress through the curriculum and serve as the foundation for exposure to DBQ's at the secondary level.

1e. For schools that serve grades 7-12:

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

The St. Isaac Jogues Early Childhood Center houses a 3 and 4 year-old preschool program with the goal of aligning the preschool literacy and numeracy curriculum to the Kindergarten and first grade curriculum. The academic focus is a curriculum centered on exploration, along with the social and emotional development of each child. Instruction is aligned to the primary academic goals with the adoption of phonics as the anchor for reading readiness. Math manipulatives and number recognition serve as the foundation for Mathematics instruction. As both "Ready Math" and "Into Reading" were adopted as our Math and Reading curricula for K-5, the academic goals for our preschool students have been revised to better prepare them for success in Kindergarten. Opportunities in the arts, religion, science and technology (using iPads), music and movement, language and literacy exist throughout the three and four year-old programs. Of the 55 Kindergarten students enrolled for Fall 2022, 40 were from the PreK-4 program. Their

Kindergarten reading and math benchmark data, as provided by NWEA (Northwest Evaluation Association) through the administration of MAP (Measures of Academic Progress), confirmed these students were well equipped with the necessary skills for Kindergarten readiness.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All St. Isaac Jogues students have a designated period for Art, where students visually create and focus on creativity and design. PreK-4 students through grade 4 have one Art class per week. Students in grades 5-8 have an Art class for one half of the academic year. Performing Arts for Kindergarten through Grade 8 spans from choir and the school musical, along with a weekly Music class. Middle school students have the opportunity to participate in the annual musical both in acting and tech crew. The musical, "Into the Woods", was performed in February 2023 at Nazareth Academy in LaGrange. BAMtheater directs our choir program where students from Kindergarten through grade 3 enroll in choir, and grades 4-8 have the opportunity to audition for a Varsity Choir along with a Show Choir component. Various internal performances are also held for Christmas (Christmas Pageant for grades K-4) and after school

enrichment opportunities for those students who enjoy performance-based opportunities.

2b. Physical education/health/nutrition

Physical Education operates from the premise of developing lifelong habits in support of health, nutrition, and wellness. All students in grades PreK4-grade 5 have a designated Physical Education class two times per week. Students in grades 6-8 have two periods of Physical Education and one designated class period for Health education per week. Competitions such as "Jump Rope for Heart" have been integrated into each school year as well as taking advantage of local demonstrations in karate and yoga to foster movement for all students. The goal of the Physical Education program is to establish habits that will be integral for maintaining health, fitness, and wellness as students progress through the curriculum and carry forward with them.

2c. Foreign language(s), if offered (if not offered, leave blank)

To strengthen the World Language program from solely offering one course, Spanish, a change in personnel allowed for the program to expand to the study of Spanish and French. All current 6-8 grade students now have Spanish class for 5 periods per week with the goal of the program being the mastery of Spanish 1 upon graduation from St. Isaac Jogues. All 5th grade students have one half year of Spanish and one half year of French. At the conclusion of the school year, each student will then choose which language to study for the 6-8th grade years. The core of the World Language program is communication (speaking), written expression, reading to comprehend, and listening to comprehend. In addition, there is the intended outcome of gaining knowledge and understanding of other cultures and being able to communicate in languages other than English. Instruction is delivered in the target language. Exposure to both Latin and sign-language is also integrated within the World Language program.

2d. Technology/library/media

St. Isaac Jogues has a 1:1 iPad deployment for Kindergarten-Grade 8. Throughout the school day, the use of technology is integrated into all curricular areas. Students can access content and also create their own content through the use of a variety of apps and hands-on projects. Technology allows students to apply the knowledge they have acquired while becoming active learners and problem solvers. Google Classroom is used to seamlessly deliver and collect assignments in Grades 4-8. iPads are also used at all grade levels to personalize learning for students performing above and below grade level.

Students in Kindergarten through grade 8 have one library period per week. Lessons are conducted to guide students in developing media literacy skills and digital citizenship. The library curriculum supports the NBRS 2023

research component of the ELA curriculum. In Library, students learn how to select and cite

appropriate sources for research projects being conducted in the content area classroom. Technology projects in Library further complement the students' development of the 21st century skills of collaboration and critical thinking. For example, students create "book trailers" using iMovie, and Google Slides presentations to summarize the plot and analyze the literary elements of the books they have read.

2e. Any other interesting or innovative curriculum programs you would like to share

To further the mission of Catholic identity, St. Isaac Jogues instructs all students, PreK-8, in religious instruction through daily prayer, scripture study, sacramental preparation, and a weekly all-school mass. A unique program within our religion curriculum was the establishment of Faith Families. A Faith Family is a community of students ranging from Kindergarten through grade 8. The older students take the lead in the family, as students complete projects together, attend the Rosary and Stations of the Cross as a Faith Family, help to plan and participate in the Faith Rallies, and use this family as the vehicle to pray together and work on service for our parish/school community. The Faith Families are led by junior high students who build their leadership capacity and skills by working with the younger students. By the end of the school year, a bond has been formed within each of these families and younger students aspire to be the leaders of the future.

3. Academic Supports

3a. Students performing below grade level:

2018 brought the creation of the Exceptional Learners Center (ELC) to address and support the academic needs of students performing below grade level and those performing above grade level. The ELC leadership team is composed of a full-time school counselor, part-time Director of Resource, full-time Director of Learning, a part-time Occupational Therapist, a part-time Speech Pathologist, and a full-time academic interventionist. When a student is not performing at grade level, Tier 2 interventions are employed within the classroom setting. This intervention is delivered through small-group instruction where students work deliberately with text which is appropriate for their reading level. As needs dictate, students are given additional instruction to address decoding, while others work on phonemic awareness, spelling, and vocabulary. Vocabulary is pre-taught to increase comprehension, and summarizing text in writing is universally executed. A similar approach is followed in Mathematics. Reteaching, pull-out groups, and appropriate work on assigned apps are available for students who have not mastered grade level skills.

Those needing more intense interventions work with the Director of Learning to improve skills, set goals, and monitor progress. Web-based programs and iPad apps have been adopted to allow students to practice reading anytime, anywhere (including summer), while teachers create assignments and track

student progress. The applications have enhanced the teacher's ability to differentiate instruction and make work available to students who are absent. This intervention assists in closing the gap. Teachers also may recommend the Navigator program where the junior high students work with primary students in a targeted area. This fosters and builds a community of learners within the school. The school counselor monitors academic progress by checking the online gradebook of all students and identifies those not meeting the expected goals. The counselor consults with teachers and the resource staff to determine the origin of the poor performance and notifies parents to discuss interventions. Interventions may include: a study group, skills based instruction, individual resource time, or with parent approval, Saturday School to complete missing assignments with academic support.

3b. Students performing above grade level:

Enrichment opportunities are available for all students who exceed grade level expectations. Progress is continually monitored through the administration of the MAP assessment and programs are created to address where groups of students are excelling. The Director of Learning works alongside the classroom teacher to design enrichment opportunities for students who demonstrate readiness. This is accomplished

through expanded writing assignments, creative writing opportunities, and novel study groups organized by the Director of Learning. Students in junior high participate in the local, regional, and state Science Fair, where the topic and project reflect the individual skill level of the student. Additional enrichment classes are offered after school where students can more deeply explore their individual interests. The diagnostic tool of "iReady" (math) offers real-time data to challenge those who have mastered certain skills. In Mathematics, students have the opportunity to be placed in advanced math classes at the end of grade 4. This can lead to a pathway with the capstone course of Geometry for those who have acquired the skills for success.

3c. Students with disabilities:

The Director of Resource is the point person for writing and executing all accommodation plans and ICEPs (Individual Catholic Education Plans). The Director collaborates with the public school district (District 181) on resources and supports for students. The collaboration takes place during the Timely and Meaningful Conversation where Title funds are appropriated for additional speech services targeting articulation, professional development opportunities for teachers, and the purchasing of programs to support our resource students. Learning Ally was an acquisition which allowed for text to be read to students who are auditory learners. The resource staff provides push-in and pull-out services to assist with small-group instruction, individual skill development, and check in/out programs for students with executive functioning challenges. The resource team continually adapts and expands the services as the needs of the students evolve and change with the intended outcome of maximizing academic progress. Several junior high students have resource time on a daily basis to better assist them with work completion if the completion of homework outside of the classroom becomes an obstacle to learning. Flexibility and fluidity are the two words that describes the services that the resource team provides for students with disabilities.

3d. English Language Learners:

Students who have learned a language other than English at home can experience learning challenges, but through individual, small-group, and general classroom instruction, they find success at St. Isaac Jogues. The many cultures in the Chicago area provide a wonderful opportunity for children to learn their family's language and culture from birth to school age. The students then receive formal instruction in the English language when they attend St. Isaac Jogues School. Understanding how this rich cultural experience impacts English pronunciation and phonics learning helps to provide early intervention in preschool, kindergarten, and first grade so students thrive. Our reading intervention and speech/language specialists identify these students and find resources for their needs. Our classroom teachers also look for ways to help celebrate cultures by making connections between traditions and words in different languages, honoring the families while helping these students transition to English Language mastery.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

St. Isaac Jogues is committed to maximizing each student's potential by creating an environment where learning is intrinsic, and personal motivation stems from the student's ability to own their own learning, establish measurable goals, work collaboratively with classmates, and seek assistance when needed. Motivation is supported through the adoption of WIN (What I Need), giving a student choice and responsibility over their learning. The WIN period is the last 20 minutes of the school day and allows students to work with others, see a teacher for clarification or help, work on assignments, visit the library, and manage their time.

The academic engagement of the student is supported through the SEL curriculum where lessons are implemented on a weekly basis. The student body follows a monthly theme, all with the goal of having students establish meaningful relationships and make connections with others. Solid, positive relationships with peers and adults are the foundation for a positive learning environment within St. Isaac Jogues. The SEL curriculum includes parent communication to strengthen each theme within the home and to make the home-to-school connection a viable partnership. Recently the staff completed the activity of Relationship Mapping. This was led by the school counselor where the goal of the activity was to make sure every student was identified and connected with an adult within the building.

The TAT (Teacher Assistance Team) is a link between the classroom and the Exceptional Learners Center (ELC). TAT meets weekly with the entire ELC team and the principal. An agenda is created, and teacher concerns regarding frequent absences, emotional or social concerns, and any changing pattern within a student's behavior or academic performance is cause for conversation. TAT assigns a point person, a follow-up date, and communicates back to the classroom teacher regarding the action plan. The goal of TAT is to establish that every teacher is responsible for the learning of every student. TAT operates as a think tank to problem solve as a team. Minutes from each meeting, along with the agenda, are available for all staff via Google Drive.

Student behavior is anchored in the Virtues Program where the goal is to change behavior rather than punish behavior. Student reflection, parent contact, and continued conversation about making the right choices are the pillars of the behavior policy implemented to support a positive learning atmosphere.

With the focus on the development of the whole child and to support participation in co-curricular programs, the Scholar Athlete program was born to celebrate the academic accomplishments of a team and emphasize the importance of academic eligibility for participation in school programs. In addition, programs which develop leadership within the student body range from Student Council, participating in liturgies, the buddy system activated within Faith Families, and upper-grade students working with preschool and primary students in various capacities. Kindergarteners also have a preschool buddy fostering leadership in the early childhood program. Students serve as captains in athletic and academic competitions and student achievement is positively impacted as leadership skills are valued within the school community. With leadership comes responsibility.

Enrichment, Academic Bowl, DARE(Drug Abuse Resistance Education), Chess Club, Lego Competitions, Scouts, and Math Team, are additional offerings beyond the Fine Arts and athletics for St. Isaac Jogues students. Each activity emphasizes time management, commitment, teamwork, social skills, and character building.

2. Engaging Families and Community:

The strength of St. Isaac Jogues is the connection between home and school. St. Isaac Jogues acknowledges the primary role of the parents in their children's education, encourages their involvement, and recognizes the uniqueness and dignity of each student. Parents play a critical role in the comprehensive experience of each child. Parents are members of the Parent-School-Association (PSA), which was established to support

the St. Isaac Jogues staff. Each year, the PSA hosts fundraisers to assist with the operating budget of the school and provide an additional teacher stipend. The fundraising efforts took on a new look during the pandemic and the Direct Ask campaign was launched. Parents know that it is the teacher that makes the difference with the education of a child and raised funds to put a retention stipend in place for all teachers who continue to serve the students of St. Isaac Jogues by returning year after year.

Each dad is a member of the Fathers Club which also supports the financial needs of the school, and families sign up to be the Mystery Readers within classrooms. Families are the ambassadors within the parish/school community to advocate for the school and continually strive to support the administration and teaching staff. Communication is the conduit for engagement. Weekly church bulletins reach the entire parish community, school newsletters, email blasts, and Facebook postings create a real-time look into what is happening at St. Isaac Jogues. Local newspapers and community magazines are another vehicle for communicating with the school community and are also a source for student recruitment.

Service is a focus for engaging and connecting families to the school. Our service motto, "We Invite, We Include, We Inspire, We Ignite", connects the students and families with the external community. Service is not only led by the teachers but also organized by the parents and funded by the parents. Each grade has a service theme and each classroom has a parent liaison to assist the teacher with the project for that grade level. Veterans were celebrated by grade 5 in November. They attended mass and were honored at a reception. Other examples are visits made to assisted living venues, and supporting disadvantaged children. Seeds of Service is a parish event making food donations to organizations in need. Feed My Starving Children is a national organization where students pack meals for children around the world. Other school service projects include the Thanksgiving Food Drive, and collection of various items during the Christmas season for those in need. Parents, students, and teachers collect items, pack them, and often deliver them. A partnership with the Mission of Our Lady of Angels on the west side of Chicago resulted in providing costumes for 250 children this past Halloween, truckloads of food to replenish their food pantry, actively serving in the soup kitchen during the Thanksgiving holiday, and delivering toys at Christmas time. School children witness their parents modeling the behaviors of service and community. Through witness, children learn.

The strength of the St. Isaac Jogues school community is the partnership established between home and school. Parents volunteer every day within the school for kindergarten lunch and recess, library, chaperone and organize events, and serve as room parents to provide a positive atmosphere for all children. Parent involvement was absent during the 2020-2021 school year to abide by COVID protocols. Their absence highlighted the major role they play within the school community.

3. Creating Professional Culture:

Teachers and staff are supported by the entire school community. They are recognized as the lifeline to solid, engaging instruction. The administration works with teachers to tackle challenges that might surface. Challenges that the school faces as a whole are communicated to teachers to provide them with the opportunity to have their voices heard and to problem solve solutions. Assessment data on student achievement is analyzed and shared with teachers who are encouraged to make measurable and attainable goals for their class as well as individual students.

Teachers are an integral component of the school improvement plan that is written and monitored as the school year unfolds. A needs assessment was sent to teachers as a vehicle for providing input that directly affects their teaching environment and professional development. Several practices have been adjusted based on the findings of this survey. An example was the adjustment of the schedule to allow for more common planning periods and the creation of Professional Learning Communities, both of which were requests of the teaching staff.

St. Isaac Jogues teachers are provided with opportunities for continual professional growth. Teacher leaders are continuously identified and encouraged to share best practices that result in increased student learning. This school year, two teacher leaders have been promoted to roles on the school administrative team.

The Diocese of Joliet organizes 4 professional development days per year and teachers may select their own growth path by accessing Title funds appropriated for professional development. A school-wide academic initiative is set each school year. In Fall 2022, the focus on reading comprehension, particularly in non-fiction text, was identified after reviewing student data. Led by a team of teachers, a common language approach for grades 3-8 was created. Posters designed to visually support students are displayed in the classrooms. When the student data revealed growth began in grade 5 and continued through grade 8, a common language was introduced to build the foundation for success in grades 3 and 4. A common strategy to attack and engage with text is visible within ELA classrooms from grades 3-8.

One goal moving forward is to create a Critical Friends group which encourages peer to peer observations, the examination of student work, and the implementation of best practices which yield academic progress.

The School Commission awards the Outstanding Contributions to Catholic Education (OCCE) to one teacher each school year. A plaque honoring the recipient is displayed in the office. The Commission awarded the entire St. Isaac's Jogues faculty the award in Spring 2021 for their collective excellence in supporting student achievement through in-person learning during the pandemic. Parents present "Favorite Things" birthday baskets to teachers and make an annual donation to provide teachers with a small stipend to supplement their income. The Amazon Wish List was created by parents in Fall 2020 to provide additional materials for the classroom. Each teacher creates a list and parents purchase items. This entire Wish List was completed in full for every teacher.

4. School Leadership:

School leadership is centered on building teacher leadership capacity within the staff to ensure all programs can be sustained and not dependent upon an individual for implementation. The vision for shared leadership fosters ownership within the teaching staff and grows the staff professionally. The principal, as instructional leader, continually searches for curriculum and instructional strategies to meet the increasingly rigorous and technically focused demands of 21st century learning. The continual focus on best practices is ongoing and causes continual progress monitoring of students and an assessment of how the instructional materials enhance the instructional strategies being delivered within the classroom.

Classroom observations and walkthroughs are conducted by the principal and assistant principal, using the evaluation tool mandated by the Diocese of Joliet as well as implementing the Charlotte Danielson model to offer feedback, assign teaching positions, and continue to focus on classroom instruction that supports student learning. Conversations around teaching and learning are the backbone of continuous improvement. Empowering the staff to take risks and be creative produces an energy and excitement for all involved. The principal is supported by the Assistant Principal for Teaching and Learning and the Assistant Principal for Operations. Both positions remain teaching positions, but are coupled with administrative duties. Having a tiered approach to leadership allows for tasks to be completed in a timely and collaborative manner.

Individual teachers take on leadership roles within the present school structure. One teacher leads the professional development in the area of technology; a middle school teacher is the fine arts director and leads opportunities for music and theater for the school community; an early childhood teacher is the liaison between the preschool and primary grades to ensure the scaffolding of skills and a unified approach to literacy and numeracy; another teacher leads the Virtues program and chairs the Religious Education program. Leadership opportunities evolve to meet the changing needs of the school. Teachers are also asked to serve on interview committees for candidates seeking a position within their grade level team.

The pastor is the leader of the parish/school community, and decisions are made with his approval. The School Commission, comprised of school parents serving a three year term, works closely with the principal and pastor to offer support in the areas of finance, athletics, academic excellence, marketing, and Catholic identity. Commissioners are committed to strengthening the image and reputation of the school within the Hinsdale community and for acting as ambassadors for new families and student recruitment.

PSA (Parent-School-Association) leadership holds a monthly meeting with the school administration to

determine needs and review funding for all programs that result in academic and personal success for students.

5. Culturally Responsive Teaching and Learning:

As a Catholic school, St. Isaac Jogues is built on understanding, respect, and acceptance of all. The Religion curriculum is rooted in the Virtues program with the goal of creating Disciples of Christ as part of human formation. This curriculum is focused on cultivating and growing empathetic, kind, and respectful students. This is further supported by the SEL curriculum which is centered around the idea, "We Are Better Together", sending the message of unity and strength, rather than division and weakness. St. Isaac Jogues students are exposed to a diverse range of opinions, thoughts, and cultural backgrounds at each appropriate grade level. To address the conflict in Ukraine, the student community, guided by the leadership of the Student Council, organized a fundraiser and medical supply drive to assist those affected by the war. The fundraiser included connecting with St. Nicholas Ukrainian Elementary School in Chicago who saw an influx of 50 Ukrainian refugee students. The fundraiser was able to fully fund tuition for two students for the 2022-2023 school year.

In the primary grades where students are recognized as "Star of the Week", students are encouraged to bring a book to class to read that reflects their culture and traditions. As a student progresses through the curriculum, cultural awareness is reflected in the literature chosen by the teacher within the ELA classroom, and students are globally connected through World Language, Geography, World History and American History, where many different perspectives and cultures are discussed. Various projects, such as "Dia de los Muertos" and celebrating the feast days confirm the goal of the uniqueness of each student and person, as each was created by God. The intent is to prepare the students for a world that is constantly changing and universally connected by providing them with the tools to have an understanding of and fruitful conversations about acceptance, tolerance, and understanding.

PART VI - STRATEGY FOR EXCELLENCE

The most effective strategy executed at St. Isaac Jogues to reach academic success is the administration and utilization of the MAP assessment. The data provided by the assessment allows teachers to provide a responsive education to all students. Since the assessment is administered three times a year, teachers and administrators know the consistent data collection can be trusted and used to influence lesson design and curriculum decisions. The data allows teachers to identify where each student is in their individual development, and how to best adjust the curriculum to meet their individual needs. Teachers demonstrate this when they use the data to inform their instructional practices, design lessons and assessments, and create interventions and enrichment opportunities for their students. MAP assessment data is also used to guide instructional assistants to lead small groups to continue to work on an identified skill. Data is the key for teachers in forming guided reading and math groups and is the tool that allows teachers to adjust their curriculum effectively within a school year.

This MAP assessment continues to inform the leadership about school-wide patterns and trends which assist in determining the distribution of resources and the identification of instructional materials needed for learning. For example, following consistent patterns of high achievement and growth for Junior High students in Math, the leadership team worked with the primary and intermediate grades in the selection of a more rigorous and challenging Math curriculum. The examination of the data also led to the selection of a new reading curriculum to best meet the needs for continued growth in literacy that also follows the Science of Reading.

Of particular interest to teachers is the NWEA report which graphs students in quadrants. High achievement, high growth is the goal for all. A high achievement student with low growth raises concern, and a low achievement student with low growth is of equal concern. Had we not implemented the MAP assessment, the teacher would make the assumption that the high achieving student continued to grow. The MAP assessment was enlightening and cause for ongoing reflection to challenge each student at an appropriate level with the end result being success and growth for all.

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? \$8519
(School budget divided by enrollment)
4. What is the average financial aid per student? \$1280
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

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 (2021-2022)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)