

U.S. Department of Education
2016 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. Katrina McDermott

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

Official School Name Saint Juliana School

(As it should appear in the official records)

School Mailing Address 7400 W Touhy Avenue

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

City Chicago State IL Zip Code+4 (9 digits total) 60631-4399

County Cook

Telephone (773) 631-2256 Fax (773) 631-1125

Web site/URL http://www.stjuliana.org/school/ E-mail kmcdermott@stjuliana.org

Twitter Handle _____ Facebook Page _____ Google+ _____
https://twitter.com/StJulianaSchool https://www.facebook.com/StJulianaSchool

YouTube/URL _____ Blog http://www.stjuliana.org/pages/ Other Social Media Link _____

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 Mr. John Clesen

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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 or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- 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
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	36	37	36
K	15	20	35
1	24	22	46
2	25	22	47
3	20	18	38
4	26	30	56
5	26	23	49
6	16	20	36
7	24	25	49
8	37	28	65
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	249	245	494

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 1 % 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 2014 – 2015 school year: 1%

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, 2014 until the end of the 2014-2015 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2014	503
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

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

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

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

8. Students receiving special education services: 8 %
39 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>16</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

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

Yes No

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

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

St. Juliana exists to teach children the Gospel message, instill an excellent academic foundation, a commitment to social justice, and a sense of personal responsibility.

PART III – SUMMARY

St. Juliana School is a preschool through eighth grade educational institution serving 494 students in the tight knit, family oriented neighborhood of Edison Park, Chicago, Illinois. Our community can be described as middle class with varying nationalities. Our young people are predominantly of Irish, Polish, Hispanic and Italian descent. St. Juliana has a very involved parent and community presence. Numerous families are cornerstones of the parish. Many graduates of St. Juliana return to the school with their own families, so the tradition continues to grow and flourish.

Juliana (one of only two schools in Chicago to do so), becoming a WeatherBug school, participating in the We Day Program and various teacher recognition awards including Heart of the School Award and the Distinguished Service Award.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Juliana's core curriculum objectives aim to provide a variety of engaging, dynamic educational opportunities, while maintaining the school's mission of providing for our students an excellent academic foundation and instilling a commitment to social justice and personal responsibility in a faith filled community. All core subjects are aligned with the Common Core State Standards and the Office of Catholic School (OCS). Both emphasize critical thinking and problem solving skills; these are introduced in the primary grades and are expanded upon throughout the intermediate and upper grades.

The Reading/English/Language Arts curriculum is research based. Primary grade students use phonics and Dolch (sight) words to master basic reading skills. The Superkids reading program at the primary level focuses on phonetic awareness, decoding, comprehension strategies, and fluency. The program teaches critical foundational skills and presents students with rich informational and complex text. Students use a variety of reading materials, including texts, trade books and novels of various genres. To address the needs of all students, teachers focus on guided reading, vocabulary acquisition, and critical thinking skills. The Accelerated Reader program is used in the intermediate and upper grades, providing data related to student comprehension of self-selected literature. Reading/Language Arts units often include science and social studies to facilitate an integrated curriculum. Further literacy support and learning resources are available in all grades.

The focus of the English/Language Arts curriculum is written expression and the proper use of conventional language. Foundational skills in writing are acquired through a Writer's Workshop format in all grades. Introduction to the 6+1 Writing Traits of effective and quality writing enhances student skills in the Intermediate grades. Students develop mastery of writing styles using effective mechanics, grammar, and form as they evaluate and compose original writing. They utilize graphic organizers and concept maps to brainstorm and develop their writing. Utilizing the Collins Writing program, junior high students show their mastery of these skills. Writing conferences facilitate open discussion by peers and teachers in an effort to strengthen each student's writing. Students use Google Docs and other programs to edit and publish their writing.

The mathematics curriculum combines key foundational knowledge and problem solving skills from early childhood programs through 8th grade Algebra 1. Math students utilize basic skills to develop critical thinking, reasoning, and problem solving strategies. Instruction incorporates hands on experiences with manipulatives and daily practice and is reinforced with online programs (Moby Max and IXL). Beginning in the Primary grades, students use flashcards, timed math drills, and technology to master fundamental math skills. Intermediate and junior high students performing below level are placed in small resource group settings led by a specialized math teacher to ensure the continued development of their math skills. Junior High students are placed in ability based math instructional groups which guide below level and above level students in their mastery of math skills, including algebra, geometry, and critical problem solving.

The social studies curriculum is designed to meet the needs and interests of all learners and incorporates various theories from history, sociology, government, economics and geography. The primary grades focus on building geography skills and introducing early U.S. history, including a study of communities, culture, government, and citizenship. The intermediate grades build upon these skills and students complete a study of the history of Chicago and the state of Illinois. The junior high curriculum introduces ancient civilizations and continues the study of U.S. history. A civics unit prepares the 7th grade students for the required federal and state constitution tests. The program enables students to make a connection to the world today in preparation for becoming productive members of society.

The science curriculum develops and instills in students a curiosity and appreciation for the world around them. In the primary and intermediate grades, an integrated approach is taken with students exploring aspects of the physical, geological, and biological world through experiments and projects. Junior high students use the scientific knowledge they have developed, concentrating on one area of science per grade.

Students participate in hands-on lab experiences and collaborate to share ideas and problem solve. Seventh graders participate in the annual science fair by choosing a topic of interest and designing and implementing an experiment. Many advance to regional and state competitions.

Our preschool and pre-kindergarten programs encourage and guide the positive social, emotional and academic growth of each student. The weekly learning and play experiences are based on the development of key social and emotional skills. Utilizing the Big Day Curriculum ensures the implementation of all core curriculum areas and the development of the foundational skills of math, science, social studies, early literacy and technology. Our learning objectives are aligned to preschool state standards and the K-3 benchmarks. A variety of assessments are used to ensure students are making the progress necessary for kindergarten readiness. Early intervention testing and service are provided in cooperation with Chicago Public Schools.

2. Other Curriculum Areas:

In an effort to inspire each student to reach their full potential, St. Juliana offers a variety of non-core subjects to supplement the fundamental academic instruction.

The school community recognizes and values the visual and performing arts as an integral and essential part of the educational experience. Not only is it a learning experience, but an opportunity for teachers to foster creativity and self-expression. Art classes are offered weekly to students in grades K-8 with a focus on basic principles of design using various media including drawing, sculpting, painting, chalking, water color, and print making. Volunteer parents visit classrooms on a monthly basis to introduce one of the great artists using prints and lesson plans from the Art Institute of Chicago. Student art work is proudly displayed throughout the school.

Music class is offered to students in grades Preschool – 1st twice per week. Connections are made to daily instruction such as alphabet, phonic, number and animal songs. Students practice active listening skills. Puppets or other props are used for singing or movement games. Grades 2 – 6 attend one music class per week focusing on the vocabulary of music, note recognition, singing, studying famous musicians and playing instruments. Students are also exposed to music of various styles, eras, genres and cultures. The band program is open to students in grades 4-8 and enhances musical ability and appreciation while developing cognitive learning and overall musicianship. Mothers' Club supports the music program through generous annual donations for the purchase of new instruments.

Library time is allotted weekly for students in grades Preschool – 4. The librarian cultivates the love of reading by welcoming student suggestions for new reading material. In addition, the librarian organizes author visits and sponsors "Battle of the Books" for middle grade and junior high students.

The physical ed. program promotes and encourages lifelong fitness, teamwork, and good sportsmanship. The program is grade level and developmentally appropriate for all students. Students in Early Childhood focus on developing coordination, balance, listening, and motor skills during their weekly class. With twice per week classes, students in grades 1-8 are offered a large variety of skill building activities, while learning about tactics and concepts of sports and games. Along with the physical aspect of the curriculum, participation, appropriate behavior and actions during activities are taught. Optional Girls on the Run and BOKS programs enhance the physical ed. experience. A parish nurse assists and educates the school community on current health issues and leads annual CPR training.

Instructional technology is integrated into the daily lives of St. Juliana students in authentic and meaningful ways. Desktop computers, Smart Boards and mobile devices (Chrome books, netbooks and iPads) extend, enrich, and support the curriculum. Students from preschool to 8th grade receive instruction in the lab at least once a week. Beginning with the preschoolers, ABCmouse is used to strengthen mouse and keyboard skills with activities integrating early literacy, art, and math. Across the grades, students continue learning keyboarding, word processing, research, publishing, and presentation skills in developmentally appropriate ways. This is the second year of implementation of Google Apps for Education for students from 3rd through 8th grades. Each student has network credentials, email, and access to Google tools, including docs,

sheets, and slides. Students learn digital citizenship skills through a blend of direct instruction and multimedia, game-based, online activities, including NetSmartz and Everfi's Ignition program. This year, Atomic Learning was added to the program to provide additional blended learning resources for staff, students, and families.

St. Juliana is in compliance with the foreign language requirement in language prescribed on CAPE's website. Students in K-3 meet weekly for 30 minutes of Spanish instruction. Students in grades 4 & 5 meet weekly for 40 minutes while 6th meets for 50 minutes. 7th and 8th graders have two 50 minute periods of instruction each week. The Spanish teacher is a native speaker who exposes students to the oral and written language as well as cultural information, while maintaining an engaging, interactive and effective immersion environment.

Overall, non-core subjects provide the students with benefits such as promoting self-confidence, motivation, artistic awareness, cultural exposure, creativity, improved emotional expression and positive social behavior.

3. Instructional Methods and Interventions:

St. Juliana teachers recognize the need to address the diverse individual learning styles of their students. Adept at differentiating instruction, teachers modify and extend assignments so that each student is challenged at his or her own level while still being able to achieve instructional goals. As an example, through technology based supports such as: Mobymax, ThinkCerca, Accelerated Reader, Star Reader, and use of the Wilson Reading Program. Utilizing these progress monitoring programs, students are able to work at their own level and receive immediate feedback. The reports provided from these programs offer the teachers valuable information on each student's learning progress to determine what additional differentiated instruction is needed in the classroom. Students in 3rd - 5th grade participate in leveled guided reading groups supported by read-aloud, shared reading and interactive writing. K-5th grade teachers often place students in flexible and cooperative learning groups. Students in 2nd - 7th grade participate in the Accelerated Reading program and are required to read material at their reading level or above. Three levels of Math are offered in junior high according to student ability levels and needs: accelerated, average, and resource. Teachers follow a standard practice of providing reteaching and enrichment opportunities within their daily instruction.

Various accommodations are made in the classroom to meet individual learning needs, such as allowing students to provide oral answers as opposed to written responses and/or providing an alternate space and extended time for a student to take an assessment. In addition to accommodations, modifications are made when necessary, such as shortening an assignment or changing the layout of the assignment. Every 8 weeks, teachers meet with the Inclusive Ed. team to review and evaluate student progress, to discuss strategies being used in the classroom and to create new goals.

A full-time math teacher and a part-time ELA resource teacher are on staff to provide explicit instruction in small groups or one-to-one settings. Students who qualify for additional services receive support from two IDEA Special Ed. teachers. The IDEA teachers work in collaboration with classroom teachers to reinforce and reteach basic foundational skills necessary for meeting individual student goals.

To ensure high levels of student learning and achievement, teachers participate in professional development and have been provided with materials on how to meet the individual and diverse needs of each student. Research based strategies incorporating critical thinking skills like Bloom's Taxonomy and Marzano's Essential Nine enhance student achievement. Workshops attended and additional resources provided focus on RTI, accommodation planning, critical thinking, vocabulary strategies, styles of learning, working with students with ADHD/ADD and Autism and various other topics. By implementing the learned instructional methods and interventions, teachers have noted an increase in student motivation and self-confidence. Test scores reveal an increase in achievement, and students are exceeding their anticipated scores on standardized tests.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

St. Juliana faculty evaluates the formative and summative assessments of the curriculum utilizing a data-driven model for assessing instruction in an effort to improve student achievement. Teachers use multiple data sources to identify possible gaps in learning, determine areas of strength and weakness, set goals, and plan differentiated and enrichment instruction during scheduled faculty, grade-level and subject-level meetings. Student data is further used for placement in mathematics in grades 4 -8 and for placement in supplemental support in ELA in grades K – 8.

Beginning in pre-school and continuing through 8th grade, teachers utilize a variety of formative assessments such as, observations, graphic organizers, peer and self-assessments, exit slips, individual white boards, and discussion. Assessments such as content tests and trimester tests provide further data which directly influences daily instruction and long-term planning.

In grades 3rd - 8th, data gathered from GAINS quizlets (aligned with the Archdiocesan benchmarks) is used to ensure that Math and ELA benchmarks are being met. New this year is the administration of interim grade-level assessments (3rd – 8th) created by ACT. The results are for internal use to establish a baseline and provide important progress indicators as OCS moves toward the Aspire summative assessment in April 2016. Results from the quizlets and periodic assessments are reviewed and curricular adjustments are made accordingly. Parents receive a report of their child's current proficiency along with a letter explaining the results of the assessments.

Annual standardized assessments, Terra Nova pre 2015 and ACT Aspire, provide valuable data that is discussed and analyzed by the staff in order to make necessary curricular modifications for the coming school year. The 2016 Aspire results will be used to provide insights into the effectiveness of instruction and student achievement. The results of all standardized assessments are shared with students, parents, the School Board and are posted on the school website.

At St. Juliana, every student gets the attention they deserve. Through in school and at home online programs, MobyMax and ThinkCERCA, students are given opportunities to continually practice, assess, and self-monitor their own learning. Moby's adaptive curriculum creates an individualized education plan for each student, ensuring that students receive the extra instruction they need to succeed while gifted learners can move ahead at an appropriate pace. With a library of leveled, authentic texts scaffolded for different levels of readiness, ThinkCerca allows teachers to personalize literacy instruction across disciplines. Students are encouraged to engage in collaborative discussions. Students and parents are provided with immediate data. Teachers give feedback and adapt instruction in real time.

Continual parent contact, including online grading (PowerSchool), trimester conferences, publishing of Honor Roll, the sharing of Standardized achievement results, and open teacher/parent communication, helps St. Juliana parents remain informed of student progress.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Juliana School is an educational community that teaches the gospel message in the Catholic tradition while instilling in our students an excellent academic foundation, a commitment to social justice, and a sense of civic awareness and personal responsibility. The role of the faculty and staff at St. Juliana School is to teach by example and to provide opportunities for the development of the body, spirit, and intellect of each student. A strong sense of Catholic identity is prominent from preschool to eighth grade.

All teachers at St. Juliana School strive to provide a positive and nurturing classroom environment for every student. They motivate students by recognizing and acknowledging academic success and effort, engage students by teaching and focusing on their individual strengths and weaknesses, and offer opportunities for each child to share their God given talents. In addition to academic achievement, each teacher highly values the importance of each child becoming a well-rounded critical thinker in our society.

St. Juliana School provides an excellent program of academic and extracurricular activities that combine to prepare students both intellectually and spiritually for a life-long love of learning. Experienced learning resource specialists support children who benefit from additional assistance in a differentiated instructional environment. During the Season of Advent, the Good Deeds award system recognizes students who exhibit positive behavior. Primary grades recognize a Student of the Week. Academic achievement is recognized in the form of announcing and publishing the names of the top 5 graduating students, Honor Roll recipients, the Science Fair winners and the top AR readers in each grade. Many teachers use positive behavior incentives.

The extracurricular activities include athletics, fine arts and interest-based clubs led by parent and teacher volunteers. Along with these programs, St. Juliana also prides itself on our students' commitment to service work in the school, parish and surrounding community. Some examples include students visiting nursing homes, running food/clothing drives, and saving pop tops for the Ronald McDonald house.

The faculty and staff of St. Juliana School believe the administration and school community do a stellar job of respecting and appreciating them. In an effort to support ongoing growth and development, the school offers each teacher a substantial stipend for professional growth. New teachers participate in scheduled mentor meetings with administration and all teachers participate in weekly Professional Learning Community meetings. The principal and assistant principal often treat their teachers with special luncheons and other gifts. The teachers plan special birthday celebrations for all staff members on a monthly basis. Teachers also get a significant amount of support from the Mother's Club and the Men's Club. In fact, St. Juliana School is such a special place to teach that a good percentage of the staff is alumni of the school, who choose to keep the traditions alive.

2. Engaging Families and Community:

St. Juliana School has been a vital part of the Edison Park community since 1928. Children or grandchildren of alumni comprise approximately 20-25% of the student body. There are also many teachers who are alumni themselves. Parents are extremely supportive of our school and are very active volunteers in school and parish activities. The school is proud to be considered a "gem" in Edison Park. As one of its biggest schools, St. Juliana involves and reaches out to the entire Edison Park Community. Whenever St. Juliana holds an event, the school is met with overwhelming support by both the small business community and larger chain companies.

Family and community are crucial to our success at St. Juliana School. The faculty and staff realize and embrace the importance and value of family and community involvement. A welcoming meeting is hosted for new families the week before the start of the school year in August. All parents are invited to a "Back to School night within the first two weeks of the school year so that they have the opportunity to meet their

child's teachers. We recognize and celebrate the importance of grandparents by hosting a Grandparents Day during Thanksgiving week. Teachers frequently post classroom news and information on their blogs. An electronic communication system and social media are used to provide updates to our families. Parent teacher conferences are held twice a year, but parents are welcome to request a conference if at any time they would like to meet with the teachers or administration.

Mother's Club, Men's Club, Athletic Association, and Fine Arts Association all provide invaluable opportunities for our students. These organizations are comprised of numerous parent and parish volunteers who devote countless hours to students, allowing them many different experiences outside the classroom. The BOKS program and Art Parent program provide further experiences that enrich our curriculum. Students from Loyola Academy, a feeder high school, provide daily after school tutoring for students.

St Juliana students are very involved in service within the school, parish, and the local community. They volunteer at parish food drives, the Christmas sharing program, craft day, and many other events. The school community saves pop tops for the Ronald McDonald House. Each month the Catholic Identity team prepares an assembly in which students are introduced to a different service opportunity. Junior high students have developed a relationship with a nearby nursing home, and many of them spend months volunteering there for their Confirmation service project. Students in all grades make cards at Christmas and Easter that are delivered to homebound parishioners. The school partners with the parish community to participate in Uncle Pete's Ministry in which families bring in bag lunches that are delivered to the homeless.

All these initiatives contribute to the social and emotional growth and development of our students.

3. Professional Development:

St. Juliana takes a structured approach to the planning of all professional development opportunities that are provided annually for teachers. The administration and faculty work together to identify areas of need that will not only maximize teacher growth, but will also lead to student success. Professional development goals are set in August and reviewed in June of each school year. When planning the professional development for a new school year, workshops and programs from the previous school year, individual teacher's professional goals, student data, and needs of the school as a whole are all reviewed. Individual teacher goals are aligned with the school-wide and system-wide goals. Annually, teachers are allotted \$1,200 to use for professional development. Teachers attend workshops, take continuing educational courses, subscribe to professional magazines and enroll in professional organizations.

Our main focus is on providing professional development opportunities that best support the implementation of the new OCS ELA and Math benchmarks. In addition, as we are continually updating our technology program and devices, teachers are given training on the use of cutting edge technology in the classroom. Our 3rd grade team is currently working with an ELA consultant from the Fran Center to further improve our 3rd and 4th grade students' progress in reading and writing. The consultant visits the classroom weekly to mentor and offer guidance on best practices. Our ELA teachers have all participated in Collins Writing workshops and are implementing the program in Junior High in an effort to better prepare our students for the writing components of the ACT Aspire and 8th grade placement tests. A consultant from ThinkCerca provides monthly training and maintains ongoing communication with our teachers as they implement this new online cross curricular writing program. Early childhood and primary grade teachers receive yearly training on updates and new developments specific to their ELA and literacy programs allowing them to reevaluate their curriculum maps. Our math teachers attend OCS system-wide workshops throughout the school year. These workshops focus on teacher development of effective instructional Math units and effective formative Math assessments.

As a Catholic school, the administration supports the system-wide religious professional development opportunities during the year, including catechetical certification workshops and catechetical conferences.

4. School Leadership:

St. Juliana School is operated under the auspices of the Catholic Bishop of Chicago in the Archdiocese of Chicago. The administrative team includes the pastor and the principal, who are supported by an Advisory School Board comprised of school parents. The pastor and principal participate in all Board meetings and deliberations. The Board's various committees are engaged in strategic planning, reviewing the annual budget, fundraising, marketing and development, and overseeing programs and initiatives that focus on enhancing each child's educational experience.

The pastor has the responsibility of guiding and coordinating the faith ministry in the school. He advocates for the school and provides support on significant administrative matters. The principal is the educational administrator of the school and, with the support of a full-time assistant principal, oversees the day-to-day operations, mentors, supervises, and evaluates teacher performance, monitors student progress, seeks and provides opportunities and resources for student growth, and communicates expectations to all stakeholders. Both administrators are highly visible to and engaged with staff, students, and families. The administration places great value on building relationships with all stakeholders and fosters the belief that each individual is essential to the overall commitment to student growth. Parents and school staff participate in regular, two-way, meaningful communication regarding student learning. Back to School Nights, informal Coffee with the Principal mornings, parent meetings, and daily blogs provide parents with a better understanding of the academic programs and goals of the school.

The administration believes in supporting a culture of shared leadership and collaboration. Faculty members are assigned leadership roles on various committees including Catholic Identity, Technology, Curriculum, and Academic Bowl. In addition, an AdvancEd team and department heads collaborate with the administration on data analysis and school improvement plans. The school staff participates in staff meetings led by the principal, assistant principal and teacher leaders. Teachers also meet weekly in professional learning communities to discuss and reflect upon student progress and to evaluate trimester goals. Teacher leaders engage in mentoring and coaching of new staff members, sharing expectations, and advising on best practices for student learning. Teachers are provided opportunities to participate in professional development through institute days and are encouraged to attend independent workshops specifically on 21st century learning skills, integrating technology in the curriculum, and current trends in education.

An elected Student Council also works in partnership with the principal, staff, and parents for the benefit of the school and its students. The Student Council heads meet regularly with the principal to share ideas, provide input on school decisions and to problem solve. In recent years, the Student Council has organized and led a School Choice rally and has arranged many school-wide service opportunities and special activities and events.

PART VI * INDICATORS OF ACADEMIC SUCESS

St. Juliana is committed to helping all children succeed. Prior to the current administration's hire, there was no formal process or effective program in place that identified and supported struggling learners. Over the past two years, the administration has worked closely with the Inclusive Ed. Expert from the Office of Catholic Schools to assist the faculty in the implementation of RTI (Response to Intervention) practices and strategies. The faculty has received training in the multi-tier approach of RTI and continues to attend workshops on intervention strategies.

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 No

3. What is the educational cost per student? \$4835
(School budget divided by enrollment)

4. What is the average financial aid per student? \$800

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB/McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	82
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CBT/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CBT/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	92
Number of students tested	64
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CBT/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CBT/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	36
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CBT/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	81
Number of students tested	64
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: