

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Miss Colleen M Cannon

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

Official School Name St. Josaphat School

(As it should appear in the official records)

School Mailing Address 2245 N. Southport Avenue

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

City Chicago State IL Zip Code+4 (9 digits total) 60614-3192

County Cook

Telephone (773) 549-0909 Fax (773) 549-3127

Web site/URL http://www.stjosaphat.net E-mail nmullens@stjosaphat.net

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

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Kristie French
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	31	36	67
K	17	26	43
1	18	16	34
2	18	16	34
3	27	12	39
4	18	23	41
5	22	16	38
6	23	13	36
7	18	14	32
8	14	15	29
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	206	187	393

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2015	375
(5) Total transferred students in row (3) divided by total students in row (4)	0.027
(6) Amount in row (5) multiplied by 100	3

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

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

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

8. Students receiving special education services: 4 %
14 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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</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>2</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 11
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	22
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	99%	99%	99%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes X No

If yes, select the year in which your school received the award. 2010

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

The mission of education at St. Josaphat School is to strive for academic excellence in preparation for a lifetime of challenges and future successes.

PART III – SUMMARY

Ten years ago we thought of ourselves as the best kept secret in Lincoln Park. Clearly, the secret is out because our enrollment is higher than it has ever been. St. Josaphat School has been a part of the Archdiocese of Chicago since 1884. The school has served families in the Lincoln Park area of Chicago, providing an excellence in education that has spanned the centuries. Presently, the school has more students than ever and has grown steadily over the past ten years. The school community prides itself in being welcoming to everyone who enters our doors. SJS is one of the premier academic schools in the Archdiocese. We prepare our students to be successful in high school in academics as well as in service, in athletics, and in extracurricular activities.

It has been with great pride that we have told everyone that we received the distinction of being named a National Blue Ribbon School. We have gotten the word out through car magnets, advertisements, our website, and banners, as well as at our monthly tours. It is not a coincidence that our school has grown in conjunction with receiving this honor. We are now at 393 students, which is very close to our capacity of 400 students. Our Lincoln Park neighborhood is seen as a desirable place to live and raise a family in Chicago, therefore many young professionals live in our area. They see a Blue Ribbon award winning school as a place they want to educate their children.

Since 2010 when we received the Blue Ribbon the first time, we have made many significant improvements to the facilities. We added two brand new preschool classrooms and three kindergarten classrooms. We have a state of the art media center with 24 large screen Macintosh computers, an interactive whiteboard, and a library for grades K-4. In addition, we remodeled the front entry to the school, a preschool classroom and two second grade classrooms. We had a local artist create a mosaic in our entry hallway, which highlights the three words that are the foundations of what we stand for, faith, education, and service.

Since receiving the Blue Ribbon, we created a service club for 6th, 7th, and 8th graders. One of their prime goals is to help younger students in math. Twice a month the Service Club members meet with younger students who are struggling in math to tutor them. They also prepare dinner once a month for the homeless at a neighboring church, and participate in other opportunities as they present themselves.

After researching new possibilities for our reading program in grades 3-8, we settled on a program based on Donalyn Miller's book, *The Book Whisperer*. In the upper grades, all students are reading forty books or more a year. Students are given genre guidelines, but are allowed to choose their own books. In addition, students are allowed to stop reading a book that does not appeal to them. This new program has resulted in the school having a culture of reading. Students, teachers and administration talk with interest about books they are reading and the excitement about reading is palpable.

Professional Development has continued with Differentiation of Instruction for new teachers because that is something that we value. We spent last year working on increasing rigor in the curriculum, and this year teachers are being trained in peer coaching to help leverage the expertise that already exists in our faculty.

We have instituted a one-to-one iPad program that has challenged our 6-8 grade students to develop their full potential academically in preparation for high school and beyond. All of their textbooks are on the iPad and they turn in all work electronically. Apps are used that encourage responsible collaboration. Throughout the entire school, 21st Century technology is infused into the curriculum seamlessly. Our students in all grades use interactive whiteboards, iPads, and laptops.

One of our unique school day features is that everyday the students recite the Student Pledge over the PA system. Our pledge is, "We, the students of St. Josaphat School, see our school as a place where we love to learn. We work hard with our teachers, classmates, and on our own to achieve academically. We show good character, we make good decisions, and we are responsible for our decisions. It is our mission to honor God everyday."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Overview: We, at St. Josaphat School, strive to ensure that each student in preschool through eighth grade achieves academic success, while establishing a solid foundation for his or her future educational endeavors. The school follows the curriculum guidelines of both the Archdiocesan Curriculum Standards and the Common Core State Standards. Through rigorous unit plans, differentiated instruction, and implementation of real-world applications, each teacher emphasizes our school's philosophy - [to] "empower each student to thrive intellectually as they excel to meet a lifetime of challenges as future leaders."

Reading: The reading curriculum is designed to create life-long readers. Students are taught skills for comprehension, including making inferences, asking questions, and analyzing content through the use of novels, short stories, non-fiction texts, poetry, and other types of literature. The Fountas and Pinnell Guided Reading Program is used as the early elementary curriculum, focusing on phonics and literacy groups. Literacy groups are created based on student readiness and allow for differentiation in small groups. At home, students are given access to RazKids, an online program where students are able to read at their independent levels. For literacy reinforcement and support, students receive remediation from various literacy specialists in the primary grades. Upper elementary and middle grades also use Fountas and Pinnell as a guide for creating mini-lessons in class read-alouds. In the middle school, students are challenged to read 40 books by year's end and demonstrate independent comprehension skills. Students also utilize the online platforms of ThinkCERCA and ReadTheory to read leveled and adaptive passages to increase comprehension and demonstrate application of reading skills.

English/Language Arts: The language arts curriculum focuses not only on student's written expression through the proper use of grammar, sentence structure and syntax, but also strengthens oral communication skills through a variety of presentations. Students learn sentence structure and grammar using the Easy Grammar series. Writer's Workshop is utilized in all grades to allow students to develop proficient writing skills. Graphic organizers are used to develop students' writing. Students follow the writing process while engaging in projects, such as personal narratives and persuasive essays. Students in grades four through eight use ThinkCERCA to aid in learning to make reasoned arguments in response to reading. In middle school, Google Docs is the platform students use to publish their work, which allows for easy collaboration and prompt feedback. Students complete cross-curricular writing projects including a science research paper and History Fair.

Math: The math curriculum is designed to develop critical thinking skills within each student. Math teachers in kindergarten through sixth grades use the Everyday Math curriculum while the seventh and eighth grade math curriculum of pre-algebra and algebra is aligned with the Common Core State Standards. Teachers use a problem-based instructional approach that encourages students to use their basic facts and skills and apply them to everyday life situations. Each student's individual progress can be augmented at both the elementary and middle levels use online resources such as IXL, Kahn Academy, BuzzMath, and Dreambox. These programs, as well as formative and summative assessments keep both students and teachers aware of progress and challenges. Additionally, math resource teachers are available to offer extra assistance.

Science: The science curriculum integrates an inquiry-based approach to learning with the Next Generation Science Standards. Beginning in early elementary school, students engage in units targeting biological, physical, and earth science concepts. In the recent years, our science curriculum has shifted from having students memorize information to students learning and applying scientific practices as well as core ideas. While classrooms at every grade level have materials for hands-on laboratory activities, students in grades five through eight benefit from access to a science lab. Middle school students also engage in engineering challenges that address the engineering standards of NGSS.

Social Studies: The social studies curriculum at St. Josaphat School allows students to learn about their community, nation and world. In middle school, students are supported in their social studies classes with graphic organizers and guided notes that help them organize content. Additional reinforcement of language

arts and reading skills through the use of writing models, annotation skills, and research skills is provided. The students participate in various interactive learning activities where they synthesize their research with class content. For example, fourth graders engage in a State Fair while fifth graders participate in a Wax Museum, taking on the role of an historical figure from the American Revolution. In seventh and eighth grades, the students continue to enhance their researching skills as well as their communication skills by participating in National History Day. Social studies teachers emphasize the relevance of history's presence today by discussing current events and planning trips where students explore museums, Chicago neighborhoods, the nation's capital, and our state's capital.

Early Childhood: The pre-kindergarten programs are committed to fostering children's social, emotional, physical and intellectual development, with an emphasis on independence and classroom structure. Teachers and students work together to build the developmental and pre-academic skills that will assist them as they advance to kindergarten. Learning goals are aligned to Archdiocesan Curriculum Standards and the Creative Curriculum.

2. Other Curriculum Areas:

In addition to core subjects, St. Josaphat School offers supplemental curricular opportunities to challenge and inspire each student to reach his or her full potential.

Technology: St. Josaphat School ensures cross-curricular integration of technology to foster acquisition of 21st century skills. Teachers are equipped with a variety of tools including MacBooks, Promethean Boards, and iPads. Middle school students have a 1:1 iPad program and are able to take notes, complete assignments and utilize textbooks digitally. Each student has access to the network, email, and Google tools including docs, sheets and slides. In the media center at SJS, the computer technology teacher provides a comprehensive and interdisciplinary program to Kindergarten-4th (weekly) and 5th – 8th grade (twice weekly) students, addressing major themes within the curriculum. Students develop keyboarding and coding skills; research skills are enhanced through instruction on how to collect and organize digital data to produce multimedia projects and presentations. Students are continually exposed to new software and techniques to enhance student performance in core-curricula. In addition, students are instructed in online etiquette and safety.

Foreign Language: At St. Josaphat School, students are introduced to the Spanish and French languages beginning in PreK3, via songs, videos and TPR activities. In 1st through 4th grade, students alternate years of Spanish and French, meeting for 45 minutes twice per week. Students practice all four language skills of speaking, listening, reading and writing. In 5th grade, students choose to continue with either Spanish or French in middle school. In the upper grades, topics are revisited, but studied much more in-depth with projects and presentations. These classes meet for 45 minutes three times per week. Middle school Spanish and French are the equivalent of high school Spanish/French I and II. Our focus is on preparing students to use foreign language in real-world situations. As a result, graduates of St. Josaphat School are well prepared for advanced foreign language study in high school.

Visual Arts: Through the Visual Arts curriculum at SJS, Kindergarten-8th grade students meet once a week and are introduced to skills and experiences that build a foundation for aesthetic expression, art knowledge, art criticism and visual literacy. With a focus on the Elements of Art and the Principles of Design, students are exposed to various media and techniques and have the hands-on opportunity to manipulate multiple materials to create mixed-media projects. Additionally, students build knowledge from an historical perspective through examination of contributions artists and their artwork have made to our society and culture. Student artwork is proudly displayed throughout the school to affirm their creativity, effort and pride of accomplishment.

Music: The Music program at St. Josaphat School is designed to help students develop an understanding and love of music and simultaneously build joy and confidence in their performance ability. Students in grade K-8 participate in Music class once a week where the Music Teacher provides a developmentally appropriate curriculum focusing on voice technique, coordination, theoretical knowledge and performance skills. Students are trained in singing, dancing, drumming, xylophones, recorder flutes and piano. Students

proudly participate in a variety of performance opportunities throughout the year including the Christmas Pageant, Spring Concert, Choir, and the school musical/review. A school band program is also offered to students in grades 4-8, to enhance musical ability and appreciation.

Physical Education: The Physical Education program at St. Josaphat School provides each student with a variety of challenges that contribute to the development and maintenance of their physical, cognitive, and affective well-being. Kindergarten and 1st grade (once per week) and grades 2-8 (twice per week) participate in developmentally appropriate activities that support the acquisition of sport and game concepts, coordination, motor skills, teamwork and good sportsmanship. Additionally, St. Josaphat students can participate in a variety of extra-curricular sports teams and activities, which include Flag Football, Basketball, Volleyball, Cross-Country and Cheer leading. Health and nutrition are taught at all grade levels in science classes. In addition, we have a yearly fitness day and do not allow gum or soft drinks in the school. We restrict the amount of sweets brought into the school, as well.

3. Instructional Methods, Interventions, and Assessments:

At St. Josaphat School, our faculty and administration are committed to challenging and supporting all students. Our entire faculty engaged in a year-long series of professional development workshops focused on differentiated instruction a few years ago, and new faculty participate in similar workshops throughout their first year at our school. As a result of this professional development, teachers design lessons that engage multiple learning styles and offer instructional activities that target different levels of readiness. Teachers also consider student interests in designing lessons. For example, with the exception of a few assigned texts, students in grades five through eight are allowed to select any book from a particular genre to read, rather than being assigned a specific book they must read.

In grades kindergarten through fourth, St. Josaphat uses the Fountas & Pinnell Benchmark Assessment System three times per year to determine students' instructional reading level. Students are placed in flexible guided reading groups based on their instructional reading level and specific literacy needs. The flexibility of these groups allows teachers to make changes to respond to student improvement or to focus on specific skills. Students' reading progress is tracked from year to year, allowing teachers to share important information on the literacy proficiency of students. In grades five through eight, teachers use the literacy pre-assessments from ThinkCERCA. This allows teachers to assign students articles that challenge them at their instructional level.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

All teachers at St. Josaphat School strive to foster positive classroom environments to help engage and motivate every student. Our school has a rigorous curriculum that is designed to provide differentiated instruction to address our students' multiple learning styles. Units of study are thoughtfully planned with student interest in mind. Special cross-curricular thematic units encourage whole-school engagement, such as our yearly Iditarod unit and bi-annual International Night. Teachers use a positive, preventative approach to classroom management, thereby providing a safe and supportive environment for student learning and growth.

St. Josaphat School truly believes in a holistic approach to student learning and growth. Our official "Vision of the Graduate" addresses the school's spiritual, intellectual, social, emotional, and physical goals for every child. Students from each classroom who embody the school vision of helping their peers are recognized with monthly Peacemaker awards. There is a wide variety of academic and extracurricular activities, such as the Science Fair and enrichment classes, that allow for intellectual and socioemotional growth. In addition, there is a thriving Service Club and Student Government organization. St. Josaphat School is fortunate to have a number of experienced learning resource specialists who provide further support inside and outside of the classrooms.

The teachers at St. Josaphat School not only feel valued and supported by the school culture, but moreover they have established a high degree of camaraderie and rapport with one another. Teachers receive classroom observations, feedback, coaching, and guidance from both the administration and an outside professional development group called Jirasek Educational Assoc., Inc. This year, all of the teachers are being trained as reflective peer coaches and will take turns, with the guidance of a JEA coach, observing and coaching a fellow teacher, as well as being observed and coached by a fellow teacher and JEA coach. Moreover, teachers are provided with a generous budget for use on classroom needs, as well as a substantial stipend for additional professional growth opportunities of their choice. New teachers are paired with veteran teachers as part of a structured mentoring program. There are bi-weekly grade-level and all-school faculty meetings which help encourage the use of best teaching practices and keep everyone informed of upcoming events. The Social Committee celebrates teachers' birthdays, weddings, baby showers, and other notable life events. Thus, not only does the administration provide structured opportunities for professional growth and ensure that all teachers have the resources they need to be successful, but teachers themselves have organically developed a high degree of community inside and outside of school.

2. Engaging Families and Community:

The school supports family engagement through consistent communication via email, Twitter, Facebook, YouTube and the SJS school website. Each week, parents receive a Monday newsletter from their child's teachers outlining upcoming events, assignments, and reminders. They receive a weekly newsletter from the principal that provides friendly reminders about school logistics and reports any important information about school events. There is also an additional weekly email for the Parent Teacher Organization (PTO) and other organizations to spread the word about fundraisers, volunteer opportunities, and community events.

This stream of information between parents, teachers, and the administration is supplemented by three opportunities throughout the school year for more meaningful conversations between parents and teachers about students' development. In the fall, the school hosts an Open House for parents to learn more about the academic and behavioral expectations to which we hold students. In addition, there are mandatory fall conferences and optional spring conferences where teachers, parents, and students have dedicated time to make sure that students are supported in their progress.

Our school's PTO provides a wide range of opportunities for parents and community organizations to

support our mission at St. Josaphat. One of the largest events we host is International Day/Night. This all-school integrated project involves parents helping students and teachers transform their classrooms into representations of the countries studied. At night, parents bring ethnic foods from the countries which are enjoyed by extended families and friends from the community. This project has increased students awareness of and knowledge about countries and geography.

The PTO hosts a number of events which are parent-organized. Examples of in-house events include New Family Welcome Night each spring, Trivia Night each fall, and Doughnut Days for students and parents to socialize before school. The PTO also assists with special events like Green Night, to promote care for the environment, and a Fitness Festival, to promote healthy living. In addition to these social events, the PTO also sponsors fundraising events in partnership with local businesses through Dine Around nights, where families are invited to eat at partner restaurants who agree to donate a portion of the night's proceeds to St. Josaphat School.

Finally, a middle school group that connects students to community organizations is the St. Josaphat Service Club. Through participation in Service Club, students have had the opportunity to connect with neighboring parishes in order to provide meals for area homeless and elderly. In the 2016-2017 school year they are also establishing a relationship with the Global Garden Refugee Training Farm so that students will have the opportunity to interact with local refugees to learn their stories. The largest Service Club project-to-date was a school wide supply collection for an under-resourced Chicago school. The school community is becoming more other-centered, as students are encouraged to identify needs in the community and work toward meeting these needs.

3. Professional Development:

The teachers at St. Josaphat are committed to professional development. As such, the faculty is engaged in a focused and effective professional development program that is united by a common theme which remains the focus for at least a year. One benefit to having a school-wide theme is that teachers can support one another in their development as educators. The administration takes responsibility for the growth of each teacher by securing the necessary resources to ensure each teacher's continued growth.

Most recently, our school's theme has been reflective peer coaching. At the beginning of the school year, a consultant met with our faculty at an in-service meeting to launch our shared journey into reflective peer coaching. Throughout the school year, that same consultant and her partners will deliver monthly workshops on this theme. Furthermore, they will meet with teachers and visit classrooms to model, help plan, or coach teachers as we learn to peer coach our colleagues. As one would expect, reducing isolation among teachers and fostering the trust and support needed in reflective peer coaching, helps to develop a relationship among colleagues that supports teachers become increasingly self-reflective about their teaching and work. As we work to improve our instruction and classroom management, the students directly benefit from our time spent on professional development.

In addition to the common development, teachers also pursue individual goals in their growth as educators. St. Josaphat annually provides \$1200 to each teacher to be used for professional development. Teachers use this money towards graduate studies, workshops, seminars, and conferences. Teachers have recently used these funds to attend last year's NCEA conference, Google summits, the Illinois ASCD Statewide Conference for PreK & Kindergarten Educators, and various EdTech Teacher Conferences. As our technology program and devices evolve and become more advanced, teachers have continued to learn new ways to improve the use of technology in the classroom. Some of our faculty members have recently completed, or are currently pursuing a Google certification.

As the administration decides on the theme for school-wide professional development, and approves individual teacher requests to attend conferences and workshops; the focus is to identify areas of need that will not only maximize teacher growth, but will also lead to student success. Teachers of grades 4-8 received training on how to effectively use a literacy platform called ThinkCERCA. ThinkCERCA provides teachers with lessons that are aligned to Common Core standards that can be edited to fit with our

curriculum. Research has shown students who regularly use ThinkCERCA have shown growth in their writing skills. We continue to use ThinkCERCA across all content areas.

4. School Leadership:

The pastor, principal, and assistant principal provide the leadership for the school. There is an Advisory School Board comprised of school parents and a member-at-large. The School Board is instrumental in formulating policies regarding school tuition and budget. The principal works closely with the board to ensure that the school meets its fiscal responsibilities to the parents and the Archdiocese.

The principal's leadership style is one of collaboration. She collaborates very closely with the faculty, knowing that it is her responsibility to see that they excel in the classroom. The principal meets with the faculty both in large and small groups regularly. In addition to regular faculty meetings, the principal meets with teachers to collaborate regarding curriculum, discipline, professional development, and how to effectively serve our students.

Each year, the principal determines the professional development sequence with input from the faculty. The principal believes that successful professional development results in faculty growth that can be measured in the classroom. Success relies on allocating enough time and resources so that teachers can adopt the newly learned ideas into their own lessons. For that reason, St. Josaphat School hires outside experts to work with faculty members for a year at a time. These experts not only present workshops, but also model for and work with teachers in their own classrooms, giving them time to practice what they are learning. The principal ensures the success of this by arranging for release time so that the teachers can work with their mentors. This year, the topic for professional development is peer coaching.

The principal allocates time for teachers to analyze assessment results and ensures that this data informs their lesson planning to increase student achievement. When areas have been identified that need improvement, the principal has adopted several programs to help. Among these are ThinkCerca, Jolly Phonics, a robust literature program, Quizlets, a new science and social studies curriculum in the lower grades.

The assistant principal is a valuable member of the administration. She works closely with the middle school staff, which includes teachers of grades five through eight. She works with the director of admissions to recruit new families and is instrumental in growing our enrollment. The assistant principal mentors the foreign language teachers to improve student achievement in foreign language.

Other leadership teams include AdvancEd, Crisis Team, Compliance Committee, and Education Committee. All of these school leaders work together to fulfill the school mission. Collaboration is key to the success of our committees and the school as a whole.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The one practice that has made St. Josaphat School successful has been the intentional infusing of rigor into the curriculum. Professional development has been focused on how to increase the rigor in the already strong curriculum. Working with the teachers to identify areas in their lessons where they can increase the rigor, whether it be creating new assignments, asking questions that go above and beyond rote knowledge, or creating lessons that incorporate critical thinking skills and creative thinking skills, will increase rigor and advance student achievement.

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? \$7558
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3900

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 28%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: ASPIRE

Grade: 3

Edition/Publication Year: 2016

Publisher: ACT

**Scores are reported here
as:** Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	416
Number of students tested	42
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	420
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	422
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 6
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	428
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	430
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	433
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 3
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	418
Number of students tested	42
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 4
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	419
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 5
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	423
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 6
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 7
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	31
Percent of total students tested	0
Number of students alternatively assessed	0
Percent of students alternatively assessed	
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2016

Test: ASPIRE
Publisher: ACT

Grade: 8
Scores are reported here as: Scaled scores

School Year	2015-2016
Testing month	Apr
SCHOOL SCORES	
Average Score	429
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: