



## PART I – ELIGIBILITY CERTIFICATION

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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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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

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Data should be provided for the most recent school year (2017-2018) 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	27	24	51
<b>K</b>	13	17	30
<b>1</b>	13	11	24
<b>2</b>	8	19	27
<b>3</b>	12	15	27
<b>4</b>	17	18	35
<b>5</b>	11	14	25
<b>6</b>	14	12	26
<b>7</b>	18	13	31
<b>8</b>	17	14	31
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	150	157	307

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 79 % Asian
  - 6 % Black or African American
  - 6 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 2 % White
  - 7 % 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 2016 – 2017 school year: 12%

If the mobility rate is above 15%, please explain.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1, 2016	306
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

6. Specify each non-English language represented in the school (separate languages by commas): Chinese, Korean, Filipino, Spanish, Indonesian, Portuguese, and Thai

English Language Learners (ELL) in the school: 9 %  
29 Total number ELL

7. Students eligible for free/reduced-priced meals: 36 %  
 Total number students who qualify: 112

8. Students receiving special education services: 5 %  
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>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>5</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>2</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>5</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 14

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
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 17:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
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 2017.

<b>Post-Secondary Status</b>	
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. 2011

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

Dedicated to offering each child an exceptional educational experience centered around Catholic values, enabling each to become an informed, productive, and responsible citizen. Committed to diversity in its enrollment with an advanced, Chinese-influenced curriculum focused on educating the whole person, preparing students for a lifetime of learning, leadership, and service with an emphasis on technology integration and an individualized approach to learning.

## PART III – SUMMARY

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In the heart of Chicago's Chinatown stands a modest red and green building with a modern Chinese architectural facade among rows of dilapidated homes. Inside this iconic building is St. Therese Chinese Catholic School (STCCS), a fixture in Chicago's Chinatown neighborhood for over 75 years. Founded in 1941 as a mission school, STCCS is the first Catholic school for Chinese children in the Midwest. The school's initial purpose was to provide a Catholic education for newly baptized members of the Chinatown community. Now a parish school, STCCS evolved from a place to help Chinese children adapt to American life to a multicultural school reflecting Chicago's broad demographics, welcoming children of immigrants and longtime residents from a diverse range of ethnic and socioeconomic backgrounds.

STCCS is viewed as a "transformative" school because it accepts all students with the belief that all children can learn to reach their greatest potential. STCCS offers an exceptional educational experience centered on values, which enables children to become informed, productive, and responsible citizens. STCCS has an advanced curriculum focused on educating the whole child. Technology is integrated into the entire curriculum to meet individualized learning goals, incorporate blended learning approaches, support curriculum and instruction (Mandarin and Spanish), administer assessments, and to communicate with students, parents, community, and the general public. Graduates are admitted into academically advanced public, private, and Catholic high schools, often receiving academic scholarships. Graduates perform well in these advanced high school programs and continue their successful academic careers at leading universities.

Since receiving the National Blue Ribbon Award in 2011, STCCS has made significant improvements to its curriculum, resources, and community connections. Ethnic and socio-economic diversity has increased with an open admissions policy, accepting students without regard to academic ability or financial status. STCCS remains committed to its mission of providing an education to students from low-income families, first generation students, English Language Learners, immigrants, and families of all backgrounds from the neighborhood and beyond.

Use of technology has increased with the establishment of an Innovations Room - a high-tech environment for students to learn programming, 3D digital design, moviemaking, and other applications that boost critical thinking, communication, collaboration, and self-expression. The Innovations Room, along with other new classroom technology supports, deepens and extends student learning in all subject areas and provides opportunities to "learn how to learn." Enrichment and extracurricular programming has expanded significantly, providing a rich array of offerings to learn and explore beyond the standard curriculum, including chess, art, choir, and multiple forms of traditional dance, along with Saturday school programs and peer tutoring. Students learn about leadership and social responsibility through Student Council and National Junior Honor Society activities and required service hours.

Since its 2011 Blue Ribbon Award, STCCS has become more recognized locally, nationally, and internationally as a model for excellence in elementary education and school leadership. Among the first inner-city Chicago Catholic schools to receive a Blue Ribbon, STCCS remains a leader for Archdiocese of Chicago schools, and state and national organizations. STCCS has also participated in international exchanges with schools from England, South Korea, Singapore, China and Indonesia.

Further, enrollment has improved since 2011 and STCCS has had a waiting list for several years, a rarity among Archdiocesan schools. With full-enrollment and the careful stewardship of funds from generous donors, STCCS has strengthened fiscal vitality, and is well-positioned to expand to a second campus. STCCS students serve as cultural ambassadors for Chicago events; STCCS dancers and student artists are frequently featured in Chicagoland media. STCCS's stature within Chinatown has also grown - STCCS is featured regularly in public Chinatown tours, local media coverage, and civic events, and STCCS participates in several parades each year. Through its student-led service organizations, STCCS serves the community throughout the year with projects that support the school, surrounding neighborhood, and beyond.

STCCS students consistently win local and national awards: National History Bee/Bowl (2013, 2014, 2015,

2016, 2017), US Geography Olympiad (2016), Catholic Math League (2016, 2017), Illinois Council of Teachers of Mathematics (2016), City Science Fair (2015, 2016, 2017), Illinois Junior Academy of Science State Fair (2015, 2016, 2017), City Spelling Bee (2013, 2014, 2015, 2016, 2017), National and State Handwriting (2015). STCCS students also have won athletic championships in flag football (2015, 2016), and basketball (2015, 2016).

STCCS and its administrators have been honored since 2011: 2017 Stanley S. Golder Leadership Award (Golden Apple Foundation), 2017 National Distinguished Principal Award (National Association of Elementary School Principals), 2017 Lead.Learn.Proclaim. Award (National Catholic Educational Association), 2017 Teacher of Distinction - Middle School Language Arts (Golden Apple Foundation), 2016 West Cook County Assistant Principal of the Year (Illinois Principal Association), 2014 LEAP Innovation Awards Grant (LEAP Innovations), 2012 Schools of Distinction Award Finalist (Intel Corporation), and 2012 Tech Leader of the Year (Tech & Learning Magazine).

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

St. Therese Chinese Catholic School (STCCS) meets or exceeds all educational objectives provided by the State and Archdiocese of Chicago. The STCCS curriculum aligns with the Common Core and Office of Catholic Schools Curricular Benchmarks. The curriculum helps students to become values-driven, self-realized, and compassionate global citizens. This vision of a STCCS student is accomplished by integrating underlying humanity with instruction in the core curriculum disciplines of mathematics, English language arts, science, and social studies.

The STCCS Early Childhood Program, which consists of prekindergarten, junior kindergarten, and kindergarten, focuses on nurturing a love of learning through experiences with math, science, citizenship, technology and multiculturalism, including religion. Students engage in play-based learning in reading, mathematics, Spanish, and Mandarin. STCCS also performs ongoing formative assessment, beyond RtI, which monitors progress on foundational skills in reading, math and phonemic awareness. With such a strong emphasis on foundational skill building, students who complete the STCCS Early Childhood Program clearly stand out in primary and middle grades; data shows that those students who start at STCCS in the Early Childhood Program are typically among the highest achieving students in later grades.

Students in grades 1-8 receive 90 minutes of daily instruction in both English language arts and mathematics as these serve as the backbone of all other disciplines taught. Extended instructional minutes in both English language arts and mathematics ensure greater opportunities for deeper learning; e.g., argumentation and logic, constructed response, reflection on process, abstract reasoning, and multimedia expression (graphs, charts, digital resources). Stemmed from a fluency emphasis by the Common Core for student proficiencies, STCCS uses fluency quizzes on English grammar, syntax, and basic math facts for kindergarten through eighth grades.

In English language arts, students engage in coursework as selected by the instructor, but also via the LightSail guided reading app, which monitors vocabulary development, comprehension, and reading level progress. In response to reading content and to help develop the metacognitive process in reading comprehension, students engage in peer-led discussion groups, literature circles, peer-editing writing groups, and buddy reading across grade levels.

STCCS graduates are generally two years ahead of their peers in mathematics, frequently placing into advanced level courses. The STCCS model blends Singapore-style mathematics into a constructivist University of Chicago program through grade five, when high school level math is introduced. By graduation, all students have taken a full year of pre-algebra, algebra, advanced algebra, and geometry. STCCS students are the 2017 Catholic Math League Algebra I National Winners, competing against high school and elementary students across the country, and perform very well in QED - a Chicago mathematics symposium, Catholic League Math Olympiad, Illinois Council of Teachers of Mathematics state competitions, and are local chapter members of Chi Alpha Mu, a Mathematics Honor Society.

Students benefit from integrated minutes between science and social studies. Junior high students participate in multi-year independent research that they present at the Illinois Junior Academy of Science competition (associated with high-school honors tracks). Students also present findings from class projects and independent research, including oral and written defense of interpretations. Upon graduation, students have completed several units of high school chemistry and physics in addition to the grade level science curriculum.

Students learn social studies with a comprehensive introduction to world history, multiculturalism, governance, economics, and civics. Students research and present topics on local history, social science and social media, and compete and win in national events. Debate is a developing feature in the classroom for both historical and current events that are the basis for questions about economics, justice, and civics.

We have implemented monthly themes across all grade levels that guide classroom activities and provide opportunities for cross-curricular, cross-grade level projects. One example is the theme of "Water," which featured opportunities for science research, experiments, legislative advocacy, and service.

Student assessment is comprehensive, which includes administering diocesan-wide quizzes in English language arts and mathematics, Aspire Summative and Aspire Interim assessments, MAP Testing, early childhood assessments (Amplify, CLI Engage), and classroom assessments (formative and summative). Student performance is analyzed and reviewed during semi-monthly staff meetings and alternating weekly department meetings. Progress is maintained and improved via monitoring and responsive instruction, guided by assessments. For struggling students, both in-class and pull-out assistance are available through a local Title program and an academic coaching program at STCCS. The National Junior Honor Society implements peer tutoring, and many teachers give time both after school and for a full-fledged Saturday enrichment program.

## **2. Other Curriculum Areas:**

The St. Therese Chinese Catholic School (STCCS) curriculum aims to educate the whole child to meet the challenges and demands students face today and in the future. Moreover, STCCS curriculum develops critical thinking, problem solving, and self-regulated learning. This approach satisfies the academic expectations for 21st century students and prepares them to adapt to a world that will increasingly rely on the integration of multiple knowledge domains and global collaboration.

We offer an extensive extracurricular program. Arts and music programs are a part of the standard curriculum and extend into after-school programming. Classes provide instruction and experiential activities to deepen student engagement, learning, and immersion in the arts. Students also participate in traditional Chinese dances, Taiko Drumming, and vocal performances. Students perform in many school talent shows, civic events, and parades. Student programming is extended with classes such as Chess, Robotics, Girl Rising and Karate. Participation supports student development intellectually, socio-emotionally, and culturally. Saturday programs also continue to deliver supplemental instruction to accelerate learning.

St. Therese Chinese Catholic School is in compliance with the program's foreign language requirements. All students receive instruction in Mandarin (120-150 minutes/week) and Spanish (30-60 minutes/week) from preschool to 8th grade. Students practice fluency verbally, in text, and digitally. To help facilitate learning, instructors playfully incorporate cultural personas ranging from K-Pop sing-alongs to Spanish play-by-plays during recess soccer games. Language learning at STCCS is fun and socially engaging in both the classroom and during informal exchanges. Technology enables students to fully engage in Mandarin and Spanish through video, songs, and supplemental training programs.

Educational technology serves as an important tool for problem solving, self-expression, and communication in weekly technology classes. STCCS strategically integrates technology into its entire curriculum to strengthen student engagement and learning. Technology is not an end in itself but is used to support, enhance, and accelerate student learning. STCCS offers 1:1 iPads in most classrooms and a Promethean interactive board in every classroom. STCCS first implemented a 1:1 Chromebook for grades 5-8 six years ago. STCCS is also implementing a Mobile Device Management program to augment classroom instruction and help ensure efficient software/hardware management. Junior high students learn to use and incorporate technology every day in almost every class. A highlight of this program includes Google for Education, which allows several classes to be essentially paperless with instantaneous teacher feedback. Online grade reporting also gives students and parents real-time monitoring of progress.

STCCS students from grades 3-8 have been taught programming languages (Swift, Java and Python), 3D design, robotics, video design, along with more traditional technology curriculum, for several years. This year, STCCS overhauled its technology classroom, now referred to as the "Innovations Room," with new laptops and desktops, a second interactive whiteboard, a green screen, and more. The Innovations Room also provides a creative space for students to play games, work on projects, moviemaking, and get out of the traditional classroom space.

STCCS provides a physical education program that develops a student's life-long interest in physical activity. Physical education focuses on developing cardiovascular health, strength, and flexibility. Students benefit from mindfulness classes to strengthen mind-body connections. Team sports now have a prominent role with the goal to provide students with skill sets that might be a part of their high school education and outside athletic pursuits. The program was first established in 2007 and has grown into a program that sees teams regularly competing for league championships while also developing individual skills and strategies. STCCS won conference championships in flag football and basketball, both firsts in school history. All students are encouraged to participate on either a school team or in another outside athletic activity, all with the goal of developing sound exercise habits and an appreciation for physical activity.

STCCS religion curriculum permeates academic programs, providing instruction in the Catholic faith, as well as mechanisms by which non-believers can participate, grow, and appreciate other views of the world. All students, regardless of personal faith, are presented with values that provide a foundation for moral behavior, ethics and making wise choices throughout their lives. Students are involved in service-oriented organizations, which provide many opportunities to put the values and concepts learned in the classroom into action.

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

The St. Therese Chinese Catholic School (STCCS) instructional model attempts to unite traditional, culturally-rooted instruction with best practices, data-driven methodology, neuroscience, and social science. STCCS develops a school culture that supports a "growth mindset" (Dweck, 2007) for all students and fosters executive functioning skills to ensure more effective self-regulated learning. Multiple intelligences and diverse reading levels informs STCCS instructional methods. The idea that all children can learn underlies school instruction, interventions, and assessments; instruction is tiered to meet student learning needs at any point in time. Consequently, junior high science, math, and English language arts can all be taught at least one instructional level above grade level. When faculty cannot tier instruction, auxiliary staff step in, including TAs, speech therapists, a learning behavior specialist, academic coaches, and federally-funded Title teachers.

STCCS continually refines its teaching through staff coaching, mentoring, and feedback using the Danielson Framework. All teaching methodology reflect this emphasis, including rigorous in-class and timed practice, direct instruction, rote memorization, metrics to measure fluency, fine-tuning of instructional grouping, problem-based units, and authentic experiential learning. Student work and reflection incorporates these same best practices through peer review and support, self- and small-group metacognitive analysis, respect for high expectations, and authentic and public expressions of acquired knowledge (school presentations and external competitions). Students enrich their topics of study by using available technology tools, learning Mandarin and Spanish that is culturally contextualized, and evaluating social and personal implications in social studies and religion. This cross-curricular approach is intentional and consolidates subject-area learning into a complex personal response to problems relevant for students. For example, annual Curriculum Fair projects embody the totality of self-directed learning that requires students to research, analyze, interpret, synthesize, and communicate via a formal paper, poster presentation and external fair competitions.

STCCS has a comprehensive assessment system consisting of fluency tests, classroom assessments, 3x/yr interim assessments (Aspire), 1x/yr summative assessment (Aspire), and progress (RtI) monitoring instruments (NWEA MAP, Amplify, CGI Engage). These assessments provide valuable information in identifying individual student learning needs, student group learning gaps, instructional/curricular areas of improvement, and any trends. They also inform processes that differentiate students by learning needs (IEPs, level up or down instruction, use of pull-out/push-in supports, walking ELA and math). In rare cases, students can be promoted to a higher grade level.

STCCS conducts a formal review with faculty of standard reports from the test publisher and identifies trends or patterns with groups of students with regard to content or learning objectives/standards. Cohort analyses are routinely conducted to identify trends, and longitudinal analyses are now possible since the introduction of a system-wide student ID system. Fluency tests, interim/periodic tests and annual summative

test data are used to monitor student learning growth in regular department team meetings. Deeper examinations of student learning performance not only provide insight on how students are learning but identify responsive actions for instructional or curriculum modifications. As the STCCS student body becomes more diverse, gap analyses between subgroups of 10+ will be more feasible to conduct. Interim and summative test performance trends are examined with respect to criterion or learning objectives by overall test score, within grade level, and schoolwide.

STCCS provides concise and parent-friendly written communications on how to best understand their own child's test performance. Moreover, STCCS regularly offers presentations to parents that help them walk through their child's test results and to address any questions and concerns, in addition to individual consultations. The success of this multi-tiered approach is evidenced by parents moving from an initial state of anxiousness and confusion to greater understanding and confidence that builds a stronger partnership to meet their child's learning goals.

To protect high levels of achievement, STCCS instructs both ELA and math in 90-minute daily blocks. STCCS supplements its instruction with daily 3:30-6:00pm tutoring services, Saturday supplemental and gifted instruction, academic summer enrichment opportunities, as well as adaptive online support options. When remediation is indicated by the student data, faculty and administration work together to craft programs of targeted support outside the school day.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

St. Therese Chinese Catholic School (STCCS) honors the value and dignity of each student. STCCS secures that honor in its policies, procedures, structures, instruction, and daily activities. A shared prevailing belief is that all children can and are expected to learn at the highest levels no matter their life circumstances. A "growth mindset" is a central theme of school culture, emphasizing sustained effort and targeted differentiated support. School culture ensures long-term academic success in part due to fostering student perseverance, resiliency, and self-regulated learning. STCCS does not group students by ability but differentiates to meet individual student learning needs. Students learn from one another as well as develop a strong capacity to collaborate with peers; no one is left behind and everyone benefits from high expectations, a supportive environment, and mutual personal respect. Students and staff recognize that learning is different for everyone and that some of the best learning happens when people struggle and make mistakes. Struggles and mistakes present opportunities for strengthening metacognitive development and student's capacity for perseverance, resiliency, and greater levels of responsibility for their learning. A foundation of confidence is built as is a deeper appreciation that sustained effort yields results when facing challenges.

STCCS provides a safe environment that enables students to reach their greatest potential. Staff know students well, which extends a sense of safety and freedom for students to be themselves. Whenever staff notice anything is "off," they proactively investigate to address any concerns before it becomes more serious. Bullying and other poor student behavior is detected early and remedied immediately. This level of responsiveness not only addresses immediate concerns, it reinforces school norms for student behavior and provides opportunities for socio-emotional growth. The school norms and values STCCS instills in students promote character development, responsible behavior, and the desire to do the right thing.

STCCS has a very positive and friendly work environment that engenders a family atmosphere. Teachers feel they are personally and professionally valued and respected. Teachers grow professionally from PD opportunities, regular team and faculty meetings, mentoring, and constructive feedback. More than half of instructional staff has been with us a decade or more. In that time, half of them have gone on to earn an additional advanced degree or licensure. STCCS School and Family Association and Student Youth Council demonstrate their gratitude with teacher-appreciation days, luncheons, dress-as-your-teacher days, and wedding and baby showers.

### 2. Engaging Families and Community:

When facing school closure in 2004, St. Therese Chinese Catholic School (STCCS) intensified its engagement with school families, resulting in substantial improvements in enrollment, achievement, staff morale, and fiscal solvency. Such improvements and family engagement certainly contributed to STCCS receiving the Blue Ribbon recognition in 2011. It was a springboard for higher levels of aspiration and achievement. Family and community relationships are nurtured by providing resources on topics such as high school application processes, Public School IEP/504 processes, personal finance, paying for college, Common Core and Aspire, and executive functioning. Families engage by joining the School and Family Association, and attending community-building events such as the Fall Family Fest and the Chinese New Year Benefit.

The 2011 Blue Ribbon also significantly helped raise STCCS's profile locally, nationally, and internationally. The outside community - including many international organizations - began to better understand STCCS's unique, successful educational model and thereby increased their involvement and support. Relationships with local businesses and civic organizations in and around the Chinatown community have been strengthened. As a result, there has been an increase in investment by the community. Businesses and organizations also participate in presentations to students and support fundraising events. Donors looking for high-impact social returns have come to STCCS in recent years, knowing STCCS enables social mobility in its graduates, and thus elevates whole communities. STCCS's

success has led to scholarships from various philanthropic individuals and organizations, allowing STCCS to assist even more students in need. In alignment with STCCS's original mission of serving the less privileged, it sets aside a portion of the enrollment for students unable to pay; STCCS has never had academic or financial screening and never will. Positive community relationships have helped the school establish diverse revenue streams to support fiscal vitality.

STCCS has partnerships with prominent universities and businesses such as Rush University Medical Center, University of Notre Dame, Saint Xavier University, Loyola University, and the Big Shoulders Fund for professional development and mentorships, enhanced educational offerings, and provision of services. Increased recognition of STCCS enables staff to advocate for international students from China attending other local Catholic institutions.

STCCS has increased social media presence to raise awareness and strengthen community support. STCCS completely overhauled its school website to communicate with parents, highlight best practices, and grow academic, community, and business partnerships. STCCS improved its use of emails, newsletters, and multiple social media channels to better connect with and inform its parent community.

### **3. Professional Development:**

St. Therese Chinese Catholic School's (STCCS's) professional development initiatives increase its capacity to have both immediate and long-term impact on student achievement. Some professional development is supported through teacher stipends, Title IIA funding, and various grants and awards from organizations such as the Golden Apple Foundation, universities and foundations. STCCS provides resources and time for faculty and staff reflection. STCCS is adept at adopting best practices from professional development and classroom exchanges. Most recently, STCCS has adopted the Danielson Framework to further improve professional growth and classroom instruction. Teachers attend workshops at institutions such as Harvard University, Northwestern University, Erikson Institute, and attend state and national conferences on topics ranging from the Growth Mindset, Project Zero, and Technology in the Classroom. Faculty and staff share their PD and classroom experiences at faculty and team meetings to elevate the advancement of all staff. In addition to pedagogical PD, STCCS staff is trained in CPR, self-defense, and emergency management (FEMA certified).

The Archdiocese leverages STCCS staff expertise in professional development, mentorship, technology implementation, and educational best practices. STCCS staff mentor Catholic administrators and teachers from other schools; organize and present at Archdiocesan-wide symposiums; create the Math Forum newsletter with best practices and tips to all Archdiocesan schools; consult with schools on international student and foreign language programs; model blended learning; illustrate social media best practices; and model 1:1 device deployment. These professional sharing activities support various improvement efforts of many Archdiocesan schools while extending staff professional development via participation in local and district leadership roles. Leadership opportunities include the Loyola Press Board, President-elect for the ACT State Organization, Archdiocesan School Board, High School Recruitment Task Force, AdvancED Steering Committee, Curriculum Advisory Council, Archdiocese Principals' Association, Principal Evaluation Team, Teacher Evaluation Team, and Academic Excellence Subcommittee - Strategic Plan Development.

Professional development also can go beyond the world of educators and into developing true, caring relationships with all school stakeholders. STCCS School and Family Association, School Board, parish, and faculty meetings provide opportunities to listen, be heard, and be respected. Best practices are used in staff and team meetings, the "I notice" and "I wonder" protocol is used for feedback, positive intentions are assumed, and staff put away personal electronic devices during meetings in order to be fully present. Stakeholders come together to dialogue, evaluate policy or practice, and share learning. STCCS strives to serve as a model for the very teaching/learning behaviors it wishes its students to adopt.

#### **4. School Leadership:**

St. Therese Chinese Catholic School (STCCS) leadership invites all to participate in fulfilling a shared mission. STCCS's leadership philosophy focuses on the "why:" transforming the lives of students and their families. Many STCCS families face economic, language, and other challenges that might hamper a student's academic success. STCCS is committed to developing the "whole child" who is prepared to meet the academic and other challenges they will face throughout their lives. Lifelong learning is a central theme in all that is done at school. Curiosity, openness, and collaboration are all essential elements to innovation and success. Listening is key to STCCS leadership as its leaders firmly believe they cannot do this alone or have all the "answers." STCCS continually develops leadership in all its constituent groups through community building. Leadership takes the role of listening, igniting passion, and building school spirit and teamwork rather than dictating a specific action. The resulting energy is contagious and strengthens relationships, sparks innovation, and results in positive outcomes for students, families, staff, and community.

Day to day, the Principal sets the instructional priorities and educational targets, and continuously researches best practices to support those goals. The Assistant Principal sees to the day-to-day implementation via logistics. The Dean works with the Assistant to monitor school culture and student interactions, and mediate conflicts. The Director of Curriculum and Instruction compiles and synthesizes data from assessments matched to Common Core and Archdiocesan standards, which impacts lesson design and student outcomes. The Director of Religious Education provides support for Catholic identity and a school culture that recognizes and fights for the dignity of all people. Collectively, these administrators report to the School Board and Pastor. Department chairs lead the improvement of departmental curriculum programs. Teachers work together as teams to deepen knowledge and strengthen what happens in the classroom. Finally, STCCS brings in topic coaches to further professional growth and insights. These individual and team leaders help promote and share instructional best practices. Together, STCCS leadership continuously seeks to "find a way" to achieve small wins, slay outside administrative challenges, advocate for immigrant students and families, ensure academic excellence, meet students' special needs, acquire funding and other resources, and so on. STCCS leadership exemplifies the very characteristics it aims to imbue in its students: perseverance to achieve goals and the resiliency needed when facing setbacks.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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The backbone of St. Therese Chinese Catholic School's (STCCS's) academic success has been developing and supporting a data-driven approach to student learning. STCCS has been very intentional in creating a culture of using data to inform curriculum, instruction, and remediation efforts. Learning is assessed using a comprehensive assessment system, which includes periodic/interim assessments, summative assessments and progress monitoring instruments. Data from these assessments are used to identify student strengths and areas for improvement, longitudinal trends, intervention planning, instructional adjustments, and curriculum planning. STCCS advances its culture of using data through multiple approaches.

First, teachers are provided with regular professional development and coaching to draw the greatest value from assessment data and to supplement professional growth in using data to promote student learning. Professional development and best practices help teachers not only better understand and use data but also appreciate the relative strengths and limitations of different data sources.

Second, teachers are provided regularly designated time during each week to take a deeper dive into test and other student data (e.g., student performance on classwork and homework, absences, behavior, etc.). Grade-based or departmental team meetings improve effectiveness in being responsive to student needs and resolving them before issues become chronic.

Third, parent communication is an important component of student academic success, and STCCS uses multiple channels to share student data and other information: weekly folders, school website, bi-monthly newsletters, parent/student portal (PowerSchool), emails, phone calls, and in-person meetings. STCCS offers a series of presentations on various topics related to how parents can support their child's academic and socio-emotional growth. Some presentations involve guiding parents on interpreting their child's standardized test results and how to support their child's goals.

Fourth, STCCS uses data to evaluate its programs and initiatives being considered for adoption. Such evaluations help establish priorities and strategic allocation of scarce resources.

Finally, STCCS uses data as part of its continuous school improvement and teacher evaluation processes. STCCS not only collects but uses the data required by accreditation agencies (Illinois State Board of Education and AdvancED) to guide deeper inquiry and reflection to inform decisions. STCCS and the Archdiocese of Chicago have adopted the Danielson Framework for teacher evaluation and school improvement efforts. The above description demonstrates a school culture of using student, teacher, and school data to measure and evaluate improvement efforts leading to STCCS's continued academic and organizational success.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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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?      \$7351  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1500

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      12%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math

**Test:** ACT Aspire

**Grade:** 3

**Edition/Publication Year:** 2016

**Publisher:** ACT, Inc.

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	418
Number of students tested	34
Percent of total students tested	97
Number of students alternatively assessed	1
Percent of students alternatively assessed	3
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in grade 3 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. This student was subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	420
Number of students tested	24
Percent of total students tested	95
Number of students alternatively assessed	1
Percent of students alternatively assessed	5
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in grade 4 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. This student was subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	424
Number of students tested	25
Percent of total students tested	96
Number of students alternatively assessed	1
Percent of students alternatively assessed	4
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in grade 5 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. This student was subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** N/A

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	429
Number of students tested	29
Percent of total students tested	92
Number of students alternatively assessed	2
Percent of students alternatively assessed	8
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Two students in grade 6 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. These students were subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 7  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	431
Number of students tested	30
Percent of total students tested	96
Number of students alternatively assessed	1
Percent of students alternatively assessed	4
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in grade 7 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. This student was subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 8  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	435
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 3  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	417
Number of students tested	34
Percent of total students tested	97
Number of students alternatively assessed	1
Percent of students alternatively assessed	3
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in grade 3 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. This student was subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	417
Number of students tested	24
Percent of total students tested	95
Number of students alternatively assessed	1
Percent of students alternatively assessed	5
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in grade 4 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. This student was subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	424
Number of students tested	25
Percent of total students tested	96
Number of students alternatively assessed	1
Percent of students alternatively assessed	4
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in grade 5 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. This student was subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	422
Number of students tested	29
Percent of total students tested	92
Number of students alternatively assessed	2
Percent of students alternatively assessed	8
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** Two students in grade 6 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. These students were subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 7  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	425
Number of students tested	30
Percent of total students tested	95
Number of students alternatively assessed	1
Percent of students alternatively assessed	4
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:** One student in grade 7 arrived from China, who had little or no English, enrolled in St. Therese within 30 days of testing. This student was subsequently assessed in the fall 2017 using the ACT Aspire Periodic/Interim tests.

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc.

**Grade:** 8  
**Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	430
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**