

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 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

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 |
|-----------------------|------------|--------------|-------------|
| PreK | 34 | 44 | 78 |
| K | 23 | 31 | 54 |
| 1 | 20 | 29 | 49 |
| 2 | 20 | 27 | 47 |
| 3 | 35 | 35 | 70 |
| 4 | 34 | 32 | 66 |
| 5 | 35 | 35 | 70 |
| 6 | 23 | 18 | 41 |
| 7 | 31 | 41 | 72 |
| 8 | 28 | 24 | 52 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 283 | 316 | 599 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 4 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 0 % 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: 1%

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

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year | 5 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year | 3 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 8 |
| (4) Total number of students in the school as of October 1, 2016 | 629 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.01 |
| (6) Amount in row (5) multiplied by 100 | 1 |

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: 3 %
 Total number students who qualify: 17

8. Students receiving special education services: 7 %
40 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>11</u> Other Health Impaired |
| <u>1</u> Developmentally Delayed | <u>25</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 10

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, e.g., third grade teacher, history teacher, algebra teacher. | 28 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 8 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 15 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3 |

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 21:1

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

| Required Information | 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.

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

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

Yes No

If yes, select the year in which your school received the award. 2008

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

Cardinal Joseph Bernardin Catholic School provides an academically-excellent learning environment, grounded in the Catholic faith, to educate the whole child and develop 21st century leaders.

PART III – SUMMARY

Cardinal Joseph Bernardin Catholic School (hereafter known as CJB) is a Catholic school located in Orland Hills, Illinois, a southwest suburb of Chicago. CJB opened in September, 2000, as the first Chicago Archdiocesan regionally-sponsored Catholic elementary school. Since that time, the school remains sponsored by four parishes named after the Saints Elizabeth Seton, Francis of Assisi, Julie Billiart, and Stephen, Deacon & Martyr. While serving these four parishes, representing over 1,400 families, the school facilities are located, owned, and operated on the grounds of St. Elizabeth Seton Parish. The school itself is governed by a special "Accord" agreement, originally developed by the pastors of the four parishes and approved by the late Cardinal Francis George. This regional school model continues to enrich the lives of the students and their families by widening their community to include people who live beyond their parish and school district boundaries.

CJB is a Pre-K through grade 8 AdvancED accredited school providing academic instruction of the highest caliber to 599 students under the direction of a principal and assistant principal, with a combined professional staff of 38 with 15 teacher aides. The faculty and administration are all licensed by the Illinois State Board of Education. At CJB, over 50% of the teachers have more than ten years of teaching experience and over 33% currently hold advanced degrees. Special area staff include an inclusive education director, a reading specialist, teachers in the special areas of computer/technology, art, music, physical education, health, library, media, Spanish, chorus, band, and an athletic director. All professional staff engage in grade level and cross-curriculum professional development opportunities aligned with the ACT and Archdiocesan benchmarking standards. Additional support staff include a Title I specialist and speech teacher from the district, a religious education coordinator, and the United Stand Program for student diagnostic assessment and counseling services. Other support staff include a full-time nurse, administrative assistant, front office receptionist/secretary, business manager, enrollment director and marketing coordinator.

The student body is more than 97% Catholic. Demographically, the students come from 34 zip codes and, ethnically, are identified as approximately 75% Caucasian, 15% Hispanic, 6% Asian, and 4% African American.

In addition to the cultural diversity at CJB, the school realizes the academic diversity of its students. Part of the mission of CJB is to respect the dignity of the individual person, to be sensitive to the needs of a diverse society and to prepare students for lifelong success in a diverse world. The teachers are most cognizant of academic diversity and thus implement curricular and instructional activities that meet the needs of their students. In addition to classroom teacher aide assistance, students in need obtain additional assistance from the school's director of inclusive education, the reading specialist, or one of the district specialists. The after-school STEM program offers students an opportunity to enrich their experience in a variety of subject areas which include science, technology, engineering and math. CJB offers academic instruction of the highest caliber to all of its students.

CJB aspires to model the life and legacy of its founder, Cardinal Joseph Bernardin. His vision is that all members of the school community work together to build a faith community where peace is pervasive and respect for all of God's people is expected. To this end, the Chaplaincy Program was initiated to pair sponsoring pastors and associate priests with each grade level. CJB's Virtue Program, under the direction of the religious education coordinator, utilizes our parent volunteers to present monthly virtue lessons to the students. Students who model Christian behavior are recognized through structured character development programs: Character Counts (grades Pre-K-4); Going the Extra Mile (grades 5-6); and Cardinals with Character (grades 7-8).

Social service outreach has always been a part of the CJB mission. Annually, the entire school community (staff, parents, students) generously assists in a variety of volunteer-based activities ranging from out-reach service projects to school fundraising. Three most recent examples include raising over \$6,000 for a sister school in Houston, Texas, which was severely damaged by Hurricane Harvey; over \$4,000 to support the building of schools and fresh water wells in Kenya, Africa; and over \$600 for the Wounded Warrior

Program.

Since receiving the National Blue Ribbon Award in 2008, CJB remains proud of this achievement and the recognition of being a Blue Ribbon School. Certainly our more diverse enrollment enhances this status. In order to maintain an academically-excellent program, CJB has strengthened the science curriculum with the addition of the STEM program; initiated a 1:1 Chromebook program; installed interactive whiteboards in each classroom; completely remodeled the computer lab; added a marketing coordinator; hired a writing coach to strengthen student writing skills (grades 3-6); and, introduced the NWEA (Northwest Evaluation Association) MAP (Measures of Academic Progress) Program for K-8 benchmarking.

CJB is once again honored to be considered for Blue Ribbon status.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The focus of the CJB educational experience is to motivate students to learn, which builds self-esteem. CJB's core curriculum incorporates multi-disciplinary approaches to meet the learning needs of all students. In this non-competitive Christian environment, students develop a positive attitude toward learning while being challenged to meet the highest academic standards.

CJB uses the Archdiocesan Gaines Benchmarking Standards as the framework for its curriculum, and ACT Aspire results for grades 3-8 are used to develop learning goals for college and career readiness. This framework provides students with skills that promote achievement.

The Religion curriculum teaches prayer, beliefs, tradition, scripture, moral and social justice, and service.

Reading/Language Arts are critical components to the entire learning process. Primary grades begin with a balanced focus on phonics, fluency, spelling, writing, grammar and reading comprehension. Intermediate and junior high continue to build on these skills by applying instructional strategies students utilize in order to read various literary genres and informational texts. In the intermediate grades, reading and listening skills are enhanced through collaborative reading and writing activities. Students engage in think-alouds, small group, entire class, and one-on-one activities. They also learn grammar skills with an emphasis on sentence structure and punctuation. Writing for a purpose is emphasized. Junior high has a new English/Language Arts program which engages students in digital learning using technology to access multi-media, annotate text online, and participate in an online discussion panel. Students read different genres, analyze text, cite evidence, and respond critically during learning. Grammar usage and mechanics are the focus of the writing process through different genres.

The Pearson online digital Mathematics program is used for all grade K-8 students. This program is vertically aligned with the common core state standards and scaffolds the mathematical concepts and skills for all grades. Once a concept/skill has been introduced, it is reinforced as needed at subsequent grade levels. The program focuses on building higher order thinking skills and procedural fluency through oral and written practice. Real world story problems are solved with detailed written explanations. Students are taught to confidently compute, estimate, measure, describe patterns, use geometry, charts, and graphs making math relevant to real life situations. They learn to approach mathematical problems in an organized manner that enables them to analyze data and information, reason to alternative solutions, and visualize outcomes. At the end of the 8th grade, students have completed algebra and are ready to transition to higher math at the secondary level. Teachers utilize online resources, videos, math games and manipulatives to reinforce and enhance concepts. In every classroom, students are actively engaged by using iPads, Chromebooks, Smartboards and interactive whiteboards.

The Science curriculum for grades K-4 is Archdiocesan-based and aligned with the Next Generation Science Standards (NGSS). Students focus on the structure and behavior of the environmental and natural world through observation and experiments using the scientific method. Students plan and conduct investigations, analyze data obtained from different experiments, make observations and design a model to solve a problem. An example of this process is evident when Kindergarten studies the "life cycle of chickens." The yearly "hatching" is a special celebration for all staff and students.

In this school year, grades 5-8 are using STEM Scopes Online Science Curriculum, aligned with NGSS, which develops critical thinking. Through concrete examples, demonstrations, and hands-on exploration, students are able to transfer information from the concrete to the abstract and actively engage in scientific and engineering practices. STEM Scopes includes resources that incorporate literacy, math, music and videos, interactive tools, and a variety of assessment methods. Students in grades 5-6 are able to transition to junior high STEM Scopes with a working knowledge of scientific tools and the scientific method. Performance and evidence-based assessments monitor student understanding.

The Social Studies curriculum, grades K-8, aligns with common core standards and is Archdiocesan-based. The program strives to develop students who value cultural diversity, have respect for all of God's people, and become responsible citizens of their country and the world. The studies of people, places, and environments progress from learning about communities to studying American and World History. Students explore geographic regions, economics, social, and political systems and current events.

CJB is in compliance with the Illinois State Board of Education requirement that every junior high student has successfully taken the tests for the Illinois and U.S. Constitutions.

The Early Childhood curriculum for Pre-K three- and four-year old children aligns with Archdiocesan standards and offers a balanced approach to meet the needs of the whole child and provide for a smooth transition into Kindergarten. All areas of the core curriculum teach children how to think critically and express themselves clearly. The children engage in a variety of activities which help to develop fine and gross motor skills. Incorporating art, music, physical education, Spanish, and technology into Pre-K classes recognizes and nurtures abilities outside of the typical academic skills. The Pre-K program, inclusive of religion, has a strong focus on social and emotional development and provides students with strategies for appropriate behavior at home and school.

2. Other Curriculum Areas:

Other curriculum areas, known as "specials" at CJB, include Library, Technology/Computer, Spanish, Physical Education/Health, Fine Arts. Viewed as an integral part of educating the whole child, all of these special classes conform to state standards. All students participate in the specials as a formal class throughout the entire school year. These classes are very hands-on and project-oriented. Specials teachers collaborate with classroom teachers in order to integrate specials classes with core subject areas.

All of the specials teachers hold an Illinois state license. These teachers operate as a team and meet on a regular basis to discuss school, grade level, classroom, and student issues.

The Library/Media Center welcomes students from grades Pre-K through 8 and promotes research, verifying facts, and reading for enjoyment. A wide range of resources is available to support student learning and instruction. The librarian assists students by teaching them the skills needed for locating resources and information for projects. The librarian also teaches an online catalog system and how to work the circulation desk.

The school's Production/Broadcast Room is located in the Library/Media Center. Eighth grade students learn broadcasting skills and equipment usage from the librarian. A team of students broadcast morning prayer, the Pledge of Allegiance, and daily announcements into the classrooms.

The librarian also facilitates student book club discussions and coordinates Scholastic Book Fairs for the school community.

CJB instructs all Pre-K through grade 8 students in technological skills and concepts necessary to be successful in the 21st Century. Students learn to be responsible online digital citizens. All grades meet weekly in the newly-remodeled wireless computer lab and are taught Google Suite and MS Office Suite. This multi-lingual platform familiarizes students with the most common software systems in the U.S. Students explore basic coding skills with robotic integration. Grades 4-8 participate in the 1:1 device program which allows students to engage in a variety of technology-based activities.

CJB is in compliance with the program's foreign language requirements. Formal instruction in Spanish is taught to students in grades 4-8 by a certified teacher whose ethnicity and culture are Hispanic. Forty-five minute classes are held once a week for grades 4-5 and twice a week for grades 6-8 throughout the school year. The program introduces students to the language and culture through written materials, oral exercises, and interactive and repetitive activities. They are instructed in the fundamentals of grammar in order to develop conversational speaking skills. Upon graduation, students will demonstrate achievement in the four basic language skills of speaking, reading, writing, and listening comprehension. CJB grade 8 students elect

to participate in the National Spanish Exam.

Pre-K through 3 classroom teachers use the online Calico Spanish program (Spanish immersion curriculum) weekly, which includes video stories focusing on comprehension, culture, and communication.

Physical Education (PE) is provided weekly for students grades Pre-K through 8. PE classes help students become physically fit, develop character, learn skills, and become knowledgeable about sports through a variety of activities. Fitness education and assessments help the children understand, improve, and/or maintain their physical well-being. Physical activity provides opportunities to improve social and cooperative skills which enhance peer relationships.

All students are taught health concepts and hygiene. In grades 7-8, health class focuses on human body systems, growth and development, and the difference between communicable and non-communicable diseases and prevention. Eighth grade students receive special instruction in first aid and CPR from the local fire department.

The PE and health program is enhanced by compliance with the wellness policy of the Archdiocese.

Fine Arts is incorporated into the Pre-K early childhood curriculum. Fine Arts classes meet on a weekly basis for students in grades K-8. General music instruction guides students in understanding the elements and principles of music through singing, listening, composing, movement and use of instruments. Extra-curricular choir and instrumental ensembles perform within the school and community. In all areas of music instruction, students gain the knowledge to understand and appreciate various genres and styles of music. Band lessons are available for grades 4-8 after school. In January of 2018, Suzuki violin will be offered to students in grades K-1. Visual arts teach the elements of art and principles of design using a wide variety of tools and techniques following the Illinois learning standards. Student work is exhibited within the school and community at local and regional art contests.

3. Instructional Methods, Interventions, and Assessments:

CJB curriculum meets the needs of the whole child and prepares students to be lifelong learners. All areas of the curriculum teach children how to think critically and how to express themselves clearly. The use of technology supports ongoing trends in education. Community organizations partner with the school to teach life skills in an effort to teach students how to become responsible members of the global community.

CJB incorporates multidisciplinary approaches to meet the learning needs of all students. By fostering a noncompetitive environment, the students grow in understanding their individual learning abilities, while being challenged to meet the highest academic standards.

In 2016, CJB underwent a rigorous review process by the Archdiocese of Chicago and was given formal AdvancED Accreditation. This process requires a continuous school improvement plan for instructional design and assessment practices to ensure teacher effectiveness and student learning.

CJB teachers implement instructional strategies that require student collaboration, self-reflection, and critical thinking. Teachers in grades K-8 have created and implemented "Understanding by Design" units for introducing the Archdiocesan benchmarks (common core) into the classroom. Teachers plan instructional strategies and use interventions to address individual learning needs of students when necessary. Students who meet the criteria are eligible for an Individualized Catholic Educational Plan (ICEP), which makes accommodations in order for those students to reach their maximum potential. Students are required to apply knowledge and skills, integrate content with other disciplines, and use technology as an instructional resource and learning tool.

Students work on projects that integrate multiple content areas and are interdisciplinary. From Pre-K-8 some instructional methods include differentiation, use of whole group, small group, and pair-and-share. Structured research, the use of rubrics, and cooperative learning are also used at middle to upper grade levels.

Teachers and students utilize technology to enhance learning across the curriculum. CJB uses online programs for the core subject areas including religion. Special online programs, such as Raz-Kids, Discover, and Google Classroom Apps are available in the classroom or in the Inclusive Education Center (IEC) to serve students who need additional support or need to be challenged.

Assessment is a critical factor in evaluating student learning. Integral to the assessment process is the need for school leadership to monitor teacher instructional practices. This is done annually through a teacher performance evaluation. The administration reviews lesson plans weekly and conducts informal classroom visits and formal observations according to Archdiocesan requirements.

Since receiving Blue Ribbon status in 2008, annual student summative assessment results reflect a high level of academic performance as set forth by the Blue Ribbon School Program.

In compliance with the Archdiocese of Chicago, CJB administers ACT Aspire for grades 3-8. Students also are benchmarked three times annually using the NWEA MAP Program. Data results from Aspire and MAP are analyzed by staff and administration for the purpose of informing instruction. Teacher teams collaborate monthly to determine student needs. This process reflects the AdvancED continuous school improvement plan. To reinforce this plan, the teachers use common grading and reporting policies, and procedures based on clearly-defined criteria that represent each student's attainment of content knowledge and skills.

In a strong school/parent partnership, CJB provides student test results, quarterly progress reports, and parents may access grades online 24/7. Student homework and a range of classroom work are sent home on a regular basis. These practices are implemented consistently across grade levels and families are aware of these procedures. The school handbook provides additional details on grading policies and academic achievement. Policies and practices are regularly evaluated.

In addition to services provided by the IEC, other interventions and various accommodations are made in the classroom by the teacher to meet the learning needs of all students. Some examples include reading level differentiation, voice-to-text support, note-taking outlines, graphic organizers, and online pre-test and post-test practices.

All of these practices build a strong foundation for every CJB student to experience and achieve academic potential.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

All members of the CJB school family work together to build a faith community where peace is pervasive and respect for all of God's people is expected. In this spirit, CJB sponsors weekly student masses and prayer services planned and developed at each grade level. With the assistance of the religious education coordinator and teachers, these liturgical experiences are enhanced by the student choir, cantors, lectors and altar servers. The junior high students model good Christian behavior as they buddy with younger students for weekly mass. School families, friends, and grandparents join us weekly for these prayer experiences.

CJB offers an array of after-school activities for students to explore their talents and develop their interests and social skills. These programs develop their identities and maximize their God-given talents. Specifically, the athletic program teaches sportsmanship, teamwork, and school spirit. The school Spelling Bee, Academic Bowls and Peer Tutoring enhance classroom learning. Choir, band, Suzuki violin, and a drama program are offered to students with an interest in the fine arts. Robotics and Tech-Know Club are also available to enhance technological awareness. CJB is also a Chapter Sponsor for the Girl Scouts and the Boy Scouts of America.

Student academic climate is supported by a 1:1 Chromebook initiative for grades 4 through 8 which engages students in most subject areas. The recent addition of the STEM curriculum engages students with experiences that teach the National Generation Science Standards (NGSS). The ThinkCERCA program for grades 3 through 5 assists in developing student writing skills. These examples demonstrate the school's commitment to quality academic programs.

Guests who enter the school building have commented on the welcoming, family atmosphere and the overall sense of Christian community.

Teachers at CJB are dedicated, hard-working and student-centered. They arrive well before the school day begins and remain well after the day ends in an effort to be available for students in need of academic assistance, to meet with a parent, and/or to work with other teachers in teams. Such dedication does not go unnoticed. The principal expresses appreciation through personal notes, classroom visits, and providing breakfasts or lunches on special occasions. When encouragement or other assistance is needed, staff know the principal supports them.

Another example of staff appreciation comes directly from CJB families. Recently, parents and students of the Class of 2016-2017 expressed appreciation by completely remodeling the staff lunch room. The labor was done entirely by parents and students, and the project was financed through family donations.

2. Engaging Families and Community:

CJB is blessed with strong parental involvement from their serving on the school advisory council to volunteering daily in the classroom. The school advisory council is purposely structured to represent the four sponsoring parishes. The members represent each of the key school committees which include long-range planning, finance, and development. Through the efforts of these committees, CJB is able to reach out to local businesses and organizations.

Local businesses support the school via contributions to various fundraisers, and they also provide educational programs. Local organizations, such as the Orland Fire Protection District, provide fire safety drills and programs each year for the CJB student body. The Orland Hills Police Department (OHPD) works closely with the school providing updated safety information as well as supervising required lockdown drills. Additionally OHPD provides D.A.R.E. instruction for the fifth grade students. As a way of expressing appreciation to OHPD, CJB conducts an annual Christmas toy drive on their behalf.

The Family School Association (FSA) of CJB is coordinated by parents and has been commended by the

National Catholic Educational Association for the activities they provide to the community. These activities include the annual back-to-school picnic, "Trunk or Treat," Grandperson's Day, a Father/Daughter dance, a Mother/Son outing, Santa's Workshop, Breakfast with Santa, summertime baseball games, and a Ladies Night Out event which includes an open invitation to the local community. These activities bring the local community together with CJB families, staff, and students.

Every year, local universities seek out CJB to sponsor student teacher candidates for field service hours. This is evidence that we are looked upon as a high-caliber Blue Ribbon school.

CJB recognizes and celebrates student academic achievements. Parents and community are informed of these achievements via broadcasts "televised" on whiteboards in the classrooms, through social media, the virtual Friday Folder, monthly principal newsletters, weekly parish bulletins, and the school website. Teachers are always available to meet with parents to address academic or other concerns. And, Parent/Teacher/Student Conferences are offered twice yearly. In addition to personal meetings, there is always an open line of communication between parents and staff and administration via email and telephone.

CJB advocates service, stewardship, and helping those in need. The school especially takes pride in ongoing service outreach, such as the clothing and food drives organized by the student council. Every month, a different grade level will work together with CJB staff to purchase food items and prepare over 400 lunches for a local shelter. CJB staff also volunteer at the local Ronald McDonald House to provide and prepare meals for families whose children are seriously ill.

3. Professional Development:

Professional Development (PD) is of the utmost importance in keeping teachers current in educational research. In addition to Archdiocesan-mandated PD, teachers are allotted a professional development stipend to supplement the cost of educational activities which further enhance their own professional goals. These monies are also available for teachers to put toward obtaining advanced teaching degrees. As an AdvancED accredited school, the faculty engages in ongoing PD which includes differentiated instruction, STEM, and Google workshops to enhance technology skills for the student Chromebook program. CJB's PD is driven both by the Archdiocese of Chicago workshops and the in-house required monthly meetings which address each student's progress. CJB also partners with Lewis University and St. Xavier University to provide their student teacher candidates with field service hours and student teacher practicums.

Recently, CJB changed its benchmarking practice to the diagnostic MAP program. This technology-based program is administered to the students three times annually and provides teachers with diagnostic data which is utilized to shape daily instruction and address the differentiated needs of the students.

Information gathered from this testing is shared with each student's parents at Parent/Teacher/Student Conferences. CJB complies with the Archdiocesan requirement for the administration of the ACT Aspire assessment. Teachers review and discuss student ACT results twice annually at a CJB data retreat. This provides an opportunity for vertical and horizontal discussions between grades and is another source of test data to inform instruction.

CJB enjoys an excellent relationship with the local public school district. Title funds, through the district, are used for a speech therapist to serve the needs of children on the school campus. Title funds are also used to provide a reading and math Title teacher to support student needs in those areas.

Informal professional development also occurs throughout the school year as faculty and staff share knowledge and experiences with best practices. Through formal and informal professional development activities, current trends in education are identified, best practices are incorporated within the classroom, and new programs are initiated. In doing this, CJB teachers successfully enrich the education of students and student achievement is enhanced.

It is important to note that school fundraising provides the additional financial support used to augment educational resources, materials, and programs used in the classroom.

4. School Leadership:

CJB's philosophy is patterned after the school's namesake, Cardinal Joseph Bernardin. Cardinal Joseph Bernardin was known for "building bridges" of communication. CJB endeavors to live up to this model in many areas, including in its leadership philosophy.

The daily operations of the school are managed by the principal and assistant principal in a spirit of collaboration with the faculty and staff. The principal is directly responsible to the Archdiocese of Chicago Office of Catholic Schools, the executive pastor, parish pastors, school advisory council, parents, faculty, and staff. The principal is assisted by an administrative team which includes the assistant principal, enrollment director, and business manager. The organizational structure of CJB begins with the collaborative relationship between the executive pastor, pastors, and principal. Weekly meetings are conducted with the executive pastor. Monthly meetings are conducted with all four of the pastors of the sponsoring parishes. At these meetings, the pastors are updated and informed about all school business. The principal meets with the other members of the administrative team on a weekly basis (or as needs arise) to discuss concerns about the daily operations of the school. The entire approach between principal, pastors, and other administrative members reflects the concept of team collaboration.

In this same spirit, all grade level teachers are represented by a team leader who oversees their specific grade level planning and instruction of the grade level team. All team leaders meet monthly with the principal to address testing, instruction, school events, and other current issues. Teachers meet with their team leader twice a month to discuss information shared at the principal/team leader meeting and to discuss lesson planning, instruction, specific grade level activities, and other student-related issues. At least once a month, the the entire school staff attends a meeting to review school matters, discuss the school improvement plan, and address school concerns.

In the spring, school administration requests of the entire staff any suggestions for updates and/or revisions for its family handbook and curriculum guide. The principal works with the pastors and advisory council to review the school mission statement every three years. CJB is an AdvancED accredited school and has a continuous school improvement plan. The principal, in collaboration with teacher leaders and the AdvancED team, oversees the implementation of the school improvement plan. Teacher teams work together to develop school goals which align with the Archdiocesan standards and are incorporated into daily lesson planning and instruction. On a weekly basis, school administration reviews all lesson plans. On a yearly basis, school administration conducts a formal evaluation for teachers.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

CJB has been a nationally-recognized Blue Ribbon School of Excellence since 2008. In an effort to not only maintain but to also enhance our standard of excellence, CJB worked to refocus and transform the Learning Resource Center into today's Inclusive Education Center (IEC) which provides additional support to students in need. Realizing that all students do not learn in the same way, this Center allows them to achieve success with our rigorous curriculum in a regular classroom setting.

The IEC at CJB is under the direction of the former director of inclusive education from the Archdiocese of Chicago and is staffed by three reading specialists who implement both a push-in and a pull-out model for servicing students. We also have a clinical psychologist on staff who has been a valuable resource and support to teachers, students, and parents. When indicated, a Psychological Educational Evaluation can be conducted to determine why a student is having difficulty accessing the grade level curriculum. From this very in-depth evaluation, the IEC staff develop the Archdiocesan learning plan known as the Individual Catholic Education Plan (ICEP). The ICEP articulates the needed interventions and accommodations that teachers utilize in order to assist the student's learning process in a regular classroom setting. The ICEP is reviewed and updated in both the spring and the fall of each school year ensuring that it continues to be responsive to the needs of the student.

Three years ago, CJB partnered with the United Stand program to further enhance the IEC. Through United Stand, CJB introduced a cognitive training program called Brain Train. This program has produced very positive results in our students with deficits in executive functioning. Additionally, two counselors from United Stand provide weekly personal social-emotional guidance and conduct student diagnostic assessments. Within this school year, CJB will work to establish support groups for students with ADHD and their parents. The goal of these groups is to help students develop life-long strategies that will address their attention-related challenges. Including a support network for parents of ADHD students will be a critical component.

This year, Cardinal Bernardin School adopted the Northwest Evaluation Association (NWEA) MAP Testing, replacing AIMSweb, the previous screening tool. MAP provides data which is used to fulfill the commitment to Response-to-Intervention (RtI). This diagnostic tool provides information about students' readiness to learn, which then informs instructional practices. The RtI process allows teachers to scaffold instruction in order to bridge the students' current ability to the desired outcome.

Evidence of what we have been able to accomplish with students in the IEC is nothing short of remarkable.

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? \$6233
(School budget divided by enrollment)

4. What is the average financial aid per student? \$822

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 16%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 3
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 417 |
| Number of students tested | 66 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 417 |
| Number of students tested | 53 |
| 2. Hispanic | |
| Average Score | 415 |
| Number of students tested | 12 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 4
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 419 |
| Number of students tested | 70 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 420 |
| Number of students tested | 53 |
| 2. Hispanic | |
| Average Score | 417 |
| Number of students tested | 10 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 5
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 423 |
| Number of students tested | 39 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 423 |
| Number of students tested | 24 |
| 2. Hispanic | |
| Average Score | 420 |
| Number of students tested | 11 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 6
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 425 |
| Number of students tested | 75 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 426 |
| Number of students tested | 52 |
| 2. Hispanic | |
| Average Score | 424 |
| Number of students tested | 14 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 7
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 426 |
| Number of students tested | 52 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 426 |
| Number of students tested | 40 |
| 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: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 8
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 428 |
| Number of students tested | 62 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 429 |
| Number of students tested | 49 |
| 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: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 3
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 418 |
| Number of students tested | 66 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 419 |
| Number of students tested | 53 |
| 2. Hispanic | |
| Average Score | 417 |
| Number of students tested | 12 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 4
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 421 |
| Number of students tested | 70 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 422 |
| Number of students tested | 53 |
| 2. Hispanic | |
| Average Score | 415 |
| Number of students tested | 10 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 5
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 423 |
| Number of students tested | 39 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 424 |
| Number of students tested | 24 |
| 2. Hispanic | |
| Average Score | 419 |
| Number of students tested | 11 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 6
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 425 |
| Number of students tested | 75 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 426 |
| Number of students tested | 52 |
| 2. Hispanic | |
| Average Score | 425 |
| Number of students tested | 14 |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 7
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 426 |
| Number of students tested | 52 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 426 |
| Number of students tested | 40 |
| 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: 2017

Test: ACT ASPIRE
Publisher: ACT Inc

Grade: 8
Scores are reported here as: Scaled scores

| | |
|--|-----------|
| School Year | 2016-2017 |
| Testing month | Apr |
| SCHOOL SCORES | |
| Average Score | 428 |
| Number of students tested | 62 |
| Percent of total students tested | 100 |
| Number of students alternatively assessed | 0 |
| Percent of students alternatively assessed | 0 |
| SUBGROUP SCORES | |
| 1. White | |
| Average Score | 428 |
| Number of students tested | 49 |
| 2. Other 2 | |
| Average Score | |
| Number of students tested | |
| 3. Other 3 | |
| Average Score | |
| Number of students tested | |

NOTES: