

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	29	28	57
K	38	27	65
1	33	38	71
2	39	37	76
3	35	32	67
4	39	37	76
5	36	39	75
6	34	40	74
7	35	41	76
8	35	35	70
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	353	354	707

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 3 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 12 % 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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2016	704
(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):
Spanish, Vietnamese, Mandarin, Chinese, French, Arabic

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

7. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 68

8. Students receiving special education services: 9 %
62 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>28</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>17</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>12</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>1</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: 1

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	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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	97%	97%	97%	97%	97%
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.

St. John Paul II prepares all students spiritually and academically to succeed in life and to do God's will.

PART III – SUMMARY

St. John Paul II Catholic School (StJPII) is a private school in the Archdiocese of Galveston-Houston. StJPII is located in West Houston and serves a diverse population of students from various socioeconomic backgrounds. As an independent school, StJPII is self-sustaining and does not rely on financial support from parishes or the Archdiocese. Founded by laity, the school is a registered, non-profit corporation with a Board of Directors. StJPII opened in 1988 with 56 students in five temporary buildings. Today, enrollment exceeds 700 students in pre-kindergarten (PK)-8th grades with an 88,000 square foot facility, 78 faculty and staff, extracurricular activities, student resources, and exceptional fine arts, and athletics programs. StJPII is committed to academic excellence which balances tradition and innovation while focusing on Catholic values. StJPII is dually accredited by Texas Catholic Conference Bishops of Education Department, a division of the Texas Education Agency, and by AdvancED.

The mission of StJPII is to prepare all students spiritually and academically to succeed in life and to do God's will. The school's philosophy is to develop the whole child and empower students to discover their personal talents and passions. School leadership believes that tuition should remain affordable. Tuition rates have remained flat for the last five years, are among the lowest in the city, and the school also offers generous discounts for siblings, staff, and parents working for any Catholic organization in the Archdiocese. In order to maintain educational excellence, StJPII hires highly-qualified, dedicated faculty. The school offers competitive salaries in comparison to area public schools and for 28 consecutive years, StJPII teachers and staff have received pay increases and bonuses.

The principal's vision is to maintain the highest quality Catholic education while meeting the needs of each student. To fulfill this vision, the principal continually assesses all aspects of the school to ensure that the school continues to offer a challenging curriculum dedicated to student success that prepares all students for the rigors of high school and beyond. Over the years, many student support programs have been implemented, including: Study Skills for grades 1st-8th, National Junior Honor Society (NJHS) peer tutoring, Stretch pullout program for exceptional learners and struggling readers, a Summer Enrichment Program to strengthen reading and math skills, and a discipline approach utilizing the Love and Logic philosophy to develop respectful, responsible, and independent individuals. The administration also recognizes students who display model citizenship during a quarterly breakfast. The Principal strives to create an atmosphere where students, parents, and staff enjoy coming to school each day, resulting in a faculty and staff turnover rate of less than 3%, and a 1% student turnover rate.

StJPII is fortunate to have tremendous parent involvement to assist in fulfilling the mission of the school. Parents and community members generously volunteer time serving as ambassadors for new families, hosting the new family welcome breakfast, coaching elementary sports, planting the community garden, and facilitating student book clubs. The school receives financial support through various community-wide fundraisers, including: the Pumpkin Patch, Holiday on the Parkway, the Book Fair, and the Annual Fund. StJPII has numerous traditions that enrich the school community. The Saints Family Program groups students from each grade level into "families". Led by 8th graders, the students stay with the same family until graduation. They meet regularly to learn about their faith and commemorate special events. Other student traditions include: the kindergarten Saints Parade, Vocations Day, NJHS Induction Ceremony, the 7th/8th Grade Leadership Ceremony, and the Talent Show. Several annual events also unite the community, including: the 5K Run with the Saints, in honor of a student who fought brain cancer, the Crawfish Boil which includes alumni, Grandparents and Special Friends Day, and Fun in the Sun field day that involves over 100 parent volunteers. Perhaps the school's most outstanding traditions are those that focus on community service. Examples include: making prayer shawls, feeding the hungry with sandwiches made by PK students, the student council Coin Clash fundraiser, and adopting a family for Christmas by the staff.

In 1996 and again in 2008, StJPII was named a National Blue Ribbon School. Receiving this prestigious award twice in the school's short history has helped to establish an excellent reputation throughout Houston, maintain full enrollment, create pride among the community, and build relationships with area businesses. Since last receiving the award, the school facilities were expanded in 2011 to include a student center, full kitchen, stage, choir classroom, covered walkways, locker rooms, office space, a science lab, art room, and

chapel. All of these capital improvements have enabled StJPII to meet student needs for an exemplary, well-rounded education. StJPII's reputation also extends to the local private high schools. Traditionally, all graduates are accepted to the private high schools of their choice. On average, each graduating class consists of approximately 70 students receiving 17 academic scholarships.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. John Paul II Catholic School (StJPII) offers a core curriculum that includes religion, reading/English language arts (ELA), mathematics, science, and social studies. Archdiocesan curriculum guides incorporate National standards and Texas Essential Knowledge and Skills (TEKS), which assist in guiding instruction for core content areas. Instructional resources are selected by referring to state approved lists that are reviewed by Professional Learning Committees (PLC), comprised of StJPII teachers, and are assessed based on technological features for both teachers and students, assessment and progress monitoring, differentiation, and overall quality of the curriculum. StJPII provides a rigorous curriculum that is aligned with academic standards of area Catholic high schools to ensure that students are qualified and prepared to continue as successful learners beyond the academic setting of StJPII. The school administers an entrance test to all 1st-8th prospective students applying to StJPII as well as a developmental assessment applicable to PK and Kindergarten students to assess learner readiness and preparedness for the academic environment and the individual needs of each child.

The fundamental task of the religion curriculum is to achieve the formation of disciples of Christ through promoting knowledge of faith at each level, teaching students to pray, and preparing them to be living witnesses of the Christian faith. Students attend religion class daily. Teachers integrate prayer throughout the day including special intentions and all students participate in service projects to minister to others as well as weekly Mass. In grades 5 and 8, we administer the Assessment of Children Religious Education in order to determine outcomes of the curriculum and areas for further growth.

ELA and reading teachers utilize a variety of resources including textbooks, workbooks, and classic and contemporary literature to teach reading, vocabulary, and grammar. Instructional resources coupled with a Balanced Literacy approach to instruction help to grow and support a strong reading and writing foundation for all students. Additional tools include Scientific Spelling and Reading Readiness developed by Neuhaus Learning Center, which focus on a multisensory approach to learner-centered instruction in an effort to meet the various learning modalities of the students. Teachers create multiple opportunities within their weekly schedules to allow for activities such as independent reading, read-alouds with accountable talk, literature circles, partner reading, shared reading, and interactive reading. Moreover, all ELA classes visit the library weekly where students are taught library skills, study skills techniques, and immerse themselves in rich literature that spans the reading levels and interests of all children.

While focusing on National Standards, TEKS, and Archdiocesan objectives, mathematics teachers utilize various resources including Simple Solutions workbooks, which continually review and challenge students' math skills. STAR 360 software assessment, used quarterly in PK-3rd, assesses math skills and provides an in-depth progress overview for teachers and parents. Teachers use IXL math software to provide additional support for improving and practicing math skills as well as work together in a PLC to share best practices and participate in a book study. The PLC focuses annually on creating a goal derived from assessment data and uses a Padlet to share teaching strategies.

The science curriculum includes science kit materials for student labs, online labs, concept maps, instructional tools, and focuses on project-based and inquiry based learning through hands on activities and questioning. Two middle school science labs and the elementary science lab are well equipped to support hands on investigations and problem solving. Additionally, science curriculum goes beyond the traditional classroom setting and students along with teachers and parent volunteers work in the outdoor community garden/classroom where students plant seeds, learn to care for plants, and enjoy harvesting the crop. Throughout the science curriculum, teachers seek opportunities to integrate a S.T.R.E.A.M.(science, religion, technology, engineering, & math) approach and provide real world experiences to enhance learning.

Social studies teachers use a variety of project based lessons and experiential activities to enhance student

learning and understanding of history by interviewing family members to create a family tree, and dressing up and giving presentations of their favorite historical figure through History Alive. Research and cause and effect skills are tools used to teach and develop the student's knowledge of history objectives. To maximize learning in the classroom, teachers use manipulatives, hands-on activities, and various technologies such as Google Classroom and interactive whiteboards, one-to-one devices in middle school, and iPads for individualized enrichment and differentiation in the elementary classrooms. Grade level field trips are aligned with educational goals and learning objectives and outcomes as students visit Washington D.C., Houston Arboretum and Nature Center, George Bush Library, and the Natural Science Museum.

StJPII offers a PK-4 program that is developmentally appropriate and engaging which fosters a love of learning at an early age. Teachers utilize Frog Street curriculum, which is a cross-curricular resource that provides a variety of activities focusing on reading, math, science, social studies, listening comprehension, phonics, vocabulary, and social development. As a comprehensive program, Frog Street also supports differentiated instruction through small group, guided practice, workstations, and S.T.R.E.A.M. lessons. StJPII PK students thrive in an environment that allows for purposeful play where they explore, discover, learn, and develop; yet, are challenged, and as a result grow spiritually, academically, socially, and emotionally. Through constructive learning and inquiry, our students enter Kindergarten as prepared, confident, and joyful learners.

2. Other Curriculum Areas:

StJPII offers a variety of auxiliary and elective courses which helps develop the whole child. By offering an extensive extra-curricular program, students are able to explore and discover their personal talents and gifts, building self-confidence and keeping students engaged in school.

Students in PK-5th attend Spanish twice a week. Students learn vocabulary, prayers, songs, and the culture. Learning a foreign language develops analytical and academic skills. Serving a large Hispanic population, the school assessed a need to provide differentiation for the native speakers. The school introduced online resources to meet the varying levels of Spanish speaking students.

Students in 1st-5th attend music twice a week and learn to sing, develop acting skills, practice music theory, play the recorder, and study famous composers. Music helps to grow memorization skills along with reading and math skills when studying rhythm, theory, and music history.

Students in 1st-5th attend physical education (PE) three times a week. Grades 6th and 7th attend PE daily all year learning basic skills for various sports. Students in PK and kindergarten attend Music and Movement classes twice a week to develop motor and cognitive skills. PE facilitates the development of a healthy lifestyle while addressing the needs of kinesthetic learners.

Grades 1st-5th attend art weekly. Students learn skills such as clay, sculpting, weaving, and various drawing skills. Art impacts learning by building confidence, creativity, and keeping students engaged with hands-on activities.

In grades kindergarten-5th students attend computer classes weekly. Students learn to use computers, Microsoft Office software, keyboarding skills, and internet safety. Computer skills enhance education, prepare students for the real world, and actively engage students. Students in 6th grade attend one elective class daily. Students choose between band or the "wheel," participating in a different elective each quarter such as Spanish, art, computer, and choir. Typically 35-40 students select band as an elective and the wheel classes contain approximately 15 students.

Students in 7th and 8th grade electives consists of Journalism I and II, Computer I and Advanced Computers, Advanced Band, Spanish I and II, Art I and Artisan, choir, and theatre arts. Grade seven has one elective daily and grade eight has two electives daily. Journalism serves approximately 13 students. Students create and design the yearbook, write articles for the website, and are official school photographers. The class produces broadcasts titled "Halo News," in which students interview individuals, take photos and videos of activities, and prepare the broadcasts. Computer I and Advanced Computer

classes average 20 students who learn within a Google Classroom environment. Coding, robotics, and keyboard awareness are integrated with digital citizenship to responsibly program and problem-solve. Students create products using layout, linking, design, and multi-media applications. Advanced Band for 7th and 8th graders averages 50 students. Students learn challenging music for competitions and performances throughout the school year and consistently are recognized with top honors. Spanish I and II classes have 15-25 students meeting 45 minutes daily. StJPII is in compliance with the National Blue Ribbon Schools Program requirements for foreign language. Students learn dialogue, advanced vocabulary, songs, and cultural traits through various instructional methods. Students in Spanish II read Spanish novels to further develop their fluency skills. Art I and Artisan classes have 20-24 students. Art I students learn various types of media and tool usage. Students learn art history, color theory/application, and mastery of design. Students in eighth grade Artisan develop craft based skills using a variety of techniques and hands-on activities. Students participate in competitions such as the Houston Rodeo Art Contest.

Chorale class averages 15-20 students, learning various music skills such as terminology, music styles, beat, rhythm, vocal exercises, posture, sight reading, understanding and applying music symbols, singing, and writing scales. Chorale participates in competitions and performances during the year, developing vocal skills, and providing entertainment for school events. Theatre arts class typically has 15 eighth grade students. Students learn the basics of speech and explore theatre and One Act plays. Study Skills techniques are taught to 1st-8th graders during weekly library visits. These skills are also incorporated into the regular curriculum. Students learn to read a textbook, take notes, take tests, write essays, organize binders and lockers, memorize information, and improve reading skills. These skills provide students with lifelong techniques that help to ensure student success at StJPII and beyond.

3. Instructional Methods, Interventions, and Assessments:

As reflective practitioners, StJPII teachers collaboratively plan for instruction based on students' progress and understanding of concepts and objectives throughout the year. When working with students, teachers focus on the following: research, decide, teach, which serve as a model and a continual cycle of assessment to identify students' strengths and areas of growth.

Administrators and teachers partner together to review lesson plans and monitor quarterly curriculum maps to track academic progress and to ensure that all students are meeting or exceeding grade level expectations in all areas. Teachers utilize a variety of practices such as differentiated instruction, critical thinking skills based on Bloom's Taxonomy, direct instruction, lectures, note-taking, hands-on activities, modeling, integration of technology through iPads and one-to-one devices in middle school, Chromebook lab carts for elementary students, pair and share, elbow partners, written activities, projects, collaborative groups, center activities, apps and software, brainstorming, research methods, web-based instruction, and interactive lessons. Teachers are required to validate mastery of core objectives throughout the year.

Triangulating data using multiple forms of assessment is an important focus for administrators and teachers as a way to improve student and school performance. CogAt ability and IOWA achievement scores including Student Growth Percentiles are analyzed in 1st-8th to determine strengths and weaknesses based on variances between ability, growth, and achievement. Teachers receive the previous year's scores and current scores to analyze the data of individual students, individual classes, and across grade levels. Teachers continuously assess students informally and formally to provide instruction according to individual student needs. Ongoing assessment includes reading running records to assist in understanding the child as a reader and using the data coupled with anecdotal records and observation for small group and individualized instruction. Teachers write instructional goals for specific areas of focus. Scores are reviewed to create a balance of students reflecting a range of abilities and to determine additional support and enrichment needs.

STAR 360, an early literacy, reading and math benchmark software, is administered quarterly to all PK-3 students. Results are shared with teachers to examine class performance and individual student progress in literacy and math skills. This software provides additional practice activities and identifies instructional strategies to support student growth and improve concepts including measurement, problem solving, phonics, and comprehension. Based on test data, instruction and resources are adjusted to help students learn while keeping instruction congruent with curriculum requirements. Faculty and administration

collaborate to identify programs to support students' individual needs as well as enhance school goals. Students are placed into Stretch reading or invited into Stretch exceptional learners programs using tests results. The Stretch pullout program is available for students identified with a language-based disorder or needing additional support to develop reading fluency, comprehension, and decoding skills. Depending on the individual child, students may receive Stretch instruction 1-4 days a week by our Neuhaus certified instructors coupled with an accommodations plan. Students who exhibit exemplary intellectual capacity are pulled for enrichment and placed in the school's Exceptional Learners Stretch program which averages 60-70 students that compete in robotics, globally network via Skype, attain agriculture certifications, and take-on team-based, problem solving projects based on results from multiple intelligence rating scales. The program also utilizes service learning opportunities to contribute to the community.

Students are recommended or required to attend StJPII's Summer Enrichment Program (SEP) based on yearly progress and end-of-year assessment data. SEP focuses on literacy and math skills, and incorporates study skills in 3rd-8th grade.

StJPII administers the Developmental Indicators for Assessment of Learners (DIAL) screening for students applying for PK and Kindergarten to determine school readiness. Brigance early childhood screening is given to students applying for 1st grade. Students applying for 2nd-8th take an abbreviated IOWA test. These assessment tools measure each child's individual ability, help determine appropriate grade level placement, ascertain the need for SEP, special programs, and/or additional educational support.

StJPII is committed to maintaining high levels of achievement, success, and continuous student growth for all students. Through collaboration, data analysis, and continued learning, teachers and staff strive to create an environment where all students will flourish.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. John Paul II Catholic School (StJPII) continues developing new programs that help students learn in their own unique ways. The school is continuously increasing funding for professional development and the growth of our Stretch program, which accommodates exceptional learners as well as those with learning differences.

StJPII provides a quality learning environment where students are encouraged to become self-directed learners and to discover and develop their personal gifts. Every classroom on campus has flexible learning spaces, which include non-traditional furniture to enhance students' individual learning experiences. Use of technology also helps to motivate and engage students with resources such as computer labs, one-to-one devices, and interactive whiteboards. Students are continually challenged to pursue academic excellence and to reach their highest individual potential.

StJPII goes beyond academics by educating the whole person. Through religious education, StJPII promotes a sense of positive self-worth, instills a love of neighbor, and a desire to serve others, and provides an environment that builds community. The school encourages students to consider moral responsibility and to make decisions grounded in faith when taking their places in society.

In promoting social growth, StJPII incorporates the Love and Logic philosophy and Boys Town Social Skills, which offers a positive and supportive environment for teaching, learning, and managing classroom behaviors. New staff members are trained in both programs during August in-service days and throughout the school year. Parents are encouraged to practice these same skills at home and are provided with workshops to help embrace and reinforce these skills.

The school employs counselors to service the emotional needs of the students. They are available for individual student concerns, small group sessions on social skills or guidance, assistance in a crisis, and faculty member support. After the events of Hurricane Harvey, counselors were instrumental in accounting for families, discerning their needs, and assisting in re-opening the school as a safe haven for students who were in a position to return.

The school provides an environment where teachers know they are valued and supported with open door policies, collaborative decision-making, and encouraged feedback. On average, faculty members receive 500 hours of professional development per year, and for 28 consecutive years faculty have received pay increases. The low turnover rate for faculty and staff members validates the quality school environment at StJPII.

2. Engaging Families and Community:

StJPII strategically engages a variety of constituencies to ensure the success of the school. The Development Department is responsible for cultivating relationships with stakeholders, parents, religious community, corporations, alumni, past parents, and friends of the school. The school relies on the generosity of these groups to support the Annual Giving program which closes the gap between tuition and the costs of a quality Catholic education. The Annual Giving program is composed of an Annual Fund Drive and other fundraising events. Recently, the school has launched a campaign for an Endowment Fund. Building an endowment ensures StJPII continues to fulfill its mission for future generations.

The Department works in conjunction with administration, faculty, the athletic department, and the Board of Directors to create a welcoming and nurturing environment for the community at large. Development stewards major and loyal donors with an appreciation dinner held each spring and engages volunteers with an annual thank you event. The school works to balance fundraising events with community-building events so families not only feel invested, but valued in return.

The Board of Directors is instrumental in serving the needs of the community. The Board is made up of corporate, community, and religious leaders and the members serve as ambassadors and spokespersons for the school. Board members along with faculty and parents are involved in strategic planning through round table forums to generate goals and actions for continued improvement.

All parents are invited and encouraged to participate through the Parent/Teacher Organization (PTO). Opportunities for involvement include Fun in the Sun Day, athletic coaching, student book club, library aides, Art-a-la-Carte lessons, new Family Ambassadors and the Bread Basket Committee which provides meals for families in need. The PTO also enlists parents to prepare monthly lunches for the staff and for teacher appreciation days during the year.

Parents work in partnership with StJP II administration and staff to ensure student growth and success. Parents have access to their student's progress through the online Parent Portal. Teachers share classroom feedback and progress via Tuesday folders and a Saints weekly newsletter from the Principal is shared with all stakeholders. Parents receive progress reports and report cards quarterly and attend student led Parent/Teacher conferences twice a year. A Parent Night is held annually to discuss the school's overall progress and test scores. Counselors, administration, and teachers are available for additional parent conferences as concerns and needs arise.

3. Professional Development:

Professional development is an essential component to providing a quality education at StJP II. Faculty and staff share a common philosophy of life-long learning and a Growth Mindset with ongoing professional development across all content areas throughout the year as a way to stay current in research-based best practice and the ability to meet the varying needs of all students. As a way to collaborate, share instructional practices, set goals, and vertically align the curriculum, teachers gather in Professional Learning Communities monthly.

Additionally, the administration creates a yearly professional development plan based on assessment data, student and instructional needs, strategic plan goals for the school, and feedback from teachers. The Board and administration budget \$150 per employee to allow faculty members and staff to attend professional development of their choosing. When teachers attend a workshop, the administration asks them to share what they learned at a monthly faculty meeting.

The administration also utilizes available Title funds for professional development, allowing teachers to attend national and local workshops aligned with Archdiocesan, state and national standards. Catapult manages Title funds for private schools in Houston ISD and requires each school to write professional development goals based on the educational needs of the school each year. Title funds have been utilized to support professional development through early childhood education, integrating technology, and differentiation to meet the varying needs of learners.

Teachers have attended project-based learning, executive functioning workshops, participated in a book study to enhance math instruction, robotics training, Google summit, gifted and talented conference, as well as other national conferences in order to meet the needs of various learners at StJP II. New staff orientation in August always consist of Love and Logic and Boystown Social Skills training. The administration also provides annual professional development specific to the needs of the teachers and students after review of campus goals for continued growth and improvement. The middle school teachers participate in technology training to support integration across the curriculum and the one-to-one Google Chromebook device program. At StJP II, all teachers are committed to faith formation in order to integrate our faith into the curriculum. StJP II is invested in professional development to maintain exceptional teachers that prepare all students to be successful and to do God's will.

4. School Leadership:

StJP II is governed by the Board in an advisory capacity to the Principal. The Board maintains fiduciary responsibility typical of any corporate Board and provides leadership supporting the mission of the school.

The Board manages corporate matters, hires/reviews the Principal, determines policy, and engages in strategic planning.

Everything flows from the school's mission, starting with goals and objectives in the strategic plan. The Principal is responsible for managing the school, providing a quality faculty and staff; overseeing the education, extra-curricular activities, spiritual development, athletics, maintenance, development, business office, admissions, enrollment, communication, and support for teachers, staff, parents, students, and the community. The principal works with the Catholic School's Office to ensure Archdiocesan standards are met.

The Principal is supported by two assistant principals (AP's) in carrying out the mission. One AP oversees PK-3rd grade and the other oversees 4th-8th. Additional AP duties include master scheduling, ordering textbooks, school supplies, integrating technology, organizing new student testing, helping coordinate professional development, managing Title fund programs, and supervising and coaching teachers on curriculum planning, lesson design, instructional methods, and student assessment. The administrative team meets daily to collaborate in order to maintain efficiency and unity to carry out the school's mission.

During the budgeting process, the Board and administration focus on keeping tuition affordable, providing financial assistance, maintaining competitive salaries to hire and retain quality staff, while dedicating the majority of the budget to a strong academic program. StJP II strives for excellence by providing quality curriculum and educational programs that adhere to state standards, and a supportive administration to assist teachers with guiding students to their true potential. The administration and staff continually strive to assess and enhance instructional programs and processes.

In recent years, the administrative team implemented various programs to address the needs of students such as: the Summer Enrichment Program to focus on reading and math development, a nine week Study Skills course for new and struggling middle school students, the Stretch program serving students who need additional literacy support and exceptional learners through individual enrichment opportunities, and the National Junior Honor Society (NJHS) peer tutoring program. In an effort to develop the whole child and the talents of the students, StJP II added football, cheerleading, dance, lacrosse, Challenge and Conquest clubs to our extra-curricular program. The school aspires to meet the needs of students academically, socially, and spiritually for success while at StJP II and beyond.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Belongingness, connectedness, community and family are just a few words that students, staff, alumni and parents use to describe the heart and soul of StJPII. It is this resounding theme that unites the school and creates a strong foundation for each individual student. For those reasons, StJPII continues to focus on the social-emotional development of students in partnership with the parents as a way to help children grow, learn, flourish, and achieve.

Over the years, faculty and staff have made a commitment to invest in StJPII students allowing them a voice and creating an environment where students feel safe, cared for, and free to take risks. Guided by faith, StJPII teachers are compassionate about each child's growth as a whole student. The teachers thoughtfully build relationships with the children, while appreciating and helping them to develop their individual talents and learning styles.

It is the school's shared philosophy that every child is unique and should be taught as so in an effort to grow them to their full potential. Therefore, faculty and staff focus on integrating Study Skills, Love and Logic, and Boys Town Social Skills across the curriculum starting at a very young age in an effort to develop the whole child.

At each grade level, the teachers and staff strive to nurture independence gradually releasing responsibility all while walking along side to provide necessary support, so each student achieves set goals. Teachers and support staff serve as mentors to the students and provide encouragement and feedback that allows students to know that StJPII has confidence and faith in them to accomplish great things. It is imperative that the school set high expectations and continue to follow core values to maintain peaceful, positive and effective classrooms. As a result, students benefit from maximal learning experiences that develop and hone each students' ability to communicate effectively, empathize with others, and problem-solve.

Utilizing the Love and Logic approach coupled with Boys Town Skills, StJPII continues to focus on growing young men and women who are leaders in the community with the ability to think critically, accept responsibility, persevere through challenges, and collaborate with and serve others. As a result of this multidimensional approach, students grow in a supportive atmosphere where they feel confident to reach their full potential remaining life-long learners of grace and integrity.

Parents along with the whole StJPII community embrace the values set forth at StJPII through partnering with teachers and support staff by reinforcing skills at home and within the community at large. StJPII takes pride in serving as an integral role in the social emotional development for each child to grow academically and spiritually to succeed in life and to do God's will.

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? \$8275
(School budget divided by enrollment)

4. What is the average financial aid per student? \$3125

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 10%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 11%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: IOWA Assessments
Form E

Grade: 3

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	204
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. Asian	
Average Score	207
Number of students tested	11
2. Hispanic or Latino	
Average Score	205
Number of students tested	16
3. Two or More Races - Other	
Average Score	203
Number of students tested	12

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: IOWA Assessments
Form E

Grade: 4

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	223
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. Hispanic or Latino	
Average Score	225
Number of students tested	19
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

Test: IOWA Assessments
Form E

Grade: 5

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	237
Number of students tested	73
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic or Latino	
Average Score	233
Number of students tested	20
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

Test: IOWA Assessments
Form E

Grade: 6

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	254
Number of students tested	80
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	268
Number of students tested	10
2. Hispanic or Latino	
Average Score	237
Number of students tested	16
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: IOWA Assessments
Form E

Grade: 7

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	270
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. Hispanic or Latino	
Average Score	265
Number of students tested	15
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

Test: IOWA Assessments
Form E

Grade: 8

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	292
Number of students tested	69
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic or Latino	
Average Score	283
Number of students tested	16
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

Test: IOWA Assessments
Form E

Grade: 3

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	206
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. Asian	
Average Score	210
Number of students tested	11
2. Hispanic or Latino	
Average Score	209
Number of students tested	16
3. Two or More Races - Other	
Average Score	203
Number of students tested	12

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: IOWA Assessments
Form E

Grade: 4

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	223
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. Hispanic or Latino	
Average Score	222
Number of students tested	19
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

Test: IOWA Assessments
Form E

Grade: 5

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	235
Number of students tested	73
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic or Latino	
Average Score	229
Number of students tested	20
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

Test: IOWA Assessments
Form E

Grade: 6

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	252
Number of students tested	80
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Asian	
Average Score	257
Number of students tested	10
2. Hispanic or Latino	
Average Score	242
Number of students tested	16
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: IOWA Assessments
Form E

Grade: 7

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as:

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	269
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. Hispanic or Latino	
Average Score	268
Number of students tested	15
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

Test: IOWA Assessments
Form E

Grade: 8

Edition/Publication Year: 2012

Publisher: HMH -
Riverside

Scores are reported here
as: Scaled scores

School Year	2016-2017
Testing month	Mar
SCHOOL SCORES	
Average Score	289
Number of students tested	69
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic or Latino	
Average Score	279
Number of students tested	16
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: