

PART I – ELIGIBILITY CERTIFICATION

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

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	11	19
K	10	8	18
1	7	11	18
2	11	11	22
3	16	9	25
4	4	16	20
5	14	8	22
6	8	15	23
7	17	14	31
8	15	15	30
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	110	118	228

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 2 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 1 % Two or more races
- 100 % Total**

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 2%

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, 2017 until the end of the 2017-2018 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1, 2017	279
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

English Language Learners (ELL) in the school: 3 %
6 Total number ELL

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

8. Students receiving special education services: 4 %
9 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>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</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: 13

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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 19:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	98%	98%	98%	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 2018.

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

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

Yes No

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

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

Our mission is to provide an excellent Catholic education in a compassionate environment that develops students spiritually, academically, physically, and emotionally.

PART III – SUMMARY

Saints Cyril and Methodius School (hereafter known as SSCM) is a Catholic school located in the small town of Lemont, Illinois. SSCM opened in 1884 to serve the Polish families immigrating to Lemont. Construction of the I & M Canal in the early 1900's created many job opportunities, attracting additional European settlers to the town. Although SSCM still boasts a large number of Polish families, the area has become more ethnically diverse over time. SSCM is proud to have many students who are currently enrolled that are the second or third generation to attend. With two parish Catholic schools serving Lemont, SSCM has consistently maintained the greatest number of students throughout the years.

SSCM is a Pre-K through grade 8 AdvancED accredited school that provides a rigorous academic program to 228 students under the guidance of a principal and teacher led leadership teams, with a combined professional staff of 21 with four teacher assistants. All faculty and administration are licensed by the Illinois State Board of Education. Here at SSCM, over 67% of teachers have more than ten years of teaching experience. This is in addition to 50% holding advanced degrees. SSCM special area staff includes teachers in the areas of music, art, technology, physical education, Spanish, band, and an athletic director. All SSCM professional staff take part in identified needs-based professional development opportunities in alignment with the ACT and Archdiocese of Chicago benchmarking standards. The local public school district provides speech, occupational therapy, physical therapy, and English language learner services, along with Title 1 services. Additional support staff includes a religious education coordinator, the Fran Center for student diagnostic assessment and counseling services. Other support staff include administrative assistants, music minister, business manager, lunchroom coordinator, and facilities manager.

Additionally, 97 % of the SSCM student body identifies as Catholic. Demographically, the students come from ten different zip codes, and ethnically 95% are identified as Caucasian, 4% American Indian/Hispanic, and 1% two or more races.

According to the school's mission statement, "SSCM is a vital school community striving to provide a rigorous Catholic education in a compassionate environment that aims to develop each student spiritually, academically, physically, and emotionally." Beginning with Pre-K, teachers identify students with academic, social, or emotional issues, followed by the development and implementation of individualized learning plans. These plans are shared with parents, and guide instruction to help identified students achieve success. Plans are adjusted as needed on a yearly basis. All teachers are aware of academic differences and learning styles, and implement curricular and instructional practices in order to address learning needs. Furthermore, students in grades 6-8 are also placed in ability based groups for math and literature. Group placement is determined based on standardized test data and is designed to be flexible per student progress. Through a relationship with the local high school and alumni, all students are able to obtain additional assistance through participation in a weekly "Homework Club."

SSCM promotes positive character development through school-wide initiatives starting with "Kindness Counts." Each month the school principal shares an affirmative character trait with the entire school community. Everyone focuses on developing and using the trait. Students who display the desired trait are recognized and acknowledged in front of the entire school community. Likewise, teachers support their peers by learning together, sharing, and implementing a variety of strategies to promote positive behaviors and discipline techniques within each classroom. Parents are included in the process through ongoing communication sharing students' success. Communication at SSCM is a key factor in helping students meet their full potential.

As part of SSCM's philosophy, students and faculty are encouraged to share their gifts and talents with others. Both are able to do this through helping those in need. Last October, \$230 was raised and sent to Cardinal Joseph Bernardin Cancer Center at Loyola University Medical Center. During Thanksgiving, students and faculty generously donate food for the local food pantries in the area. At Christmastime, SSCM participates in Tree of Love and Morning Star Mission, in which \$1,153 was raised to purchase gifts for children in need. Last spring, SSCM raised \$1,920.55 for Heifer International, which enables animals to be purchased for people in need all over the world. Plus, students and faculty participated in Buckets of

Hope, in which cleaning supplies were collected for those impacted by recent hurricanes.

Along with students and faculty sharing their gifts and talents with others, school families graciously share their gifts and talents with SSCM through fundraising efforts. Fundraisers include the annual SSCM fundraiser and the Waller Walk-a-thon, which is held every May in honor of a former principal. Donations collected from fundraisers go toward implementing and supporting various programs for the school, including a new math curriculum, STEM-based science curriculum, Smartboards, chromebooks, aimswebPlus assessments, and advanced teacher professional development.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Reading/Language Arts serves as the foundation for a comprehensive education. SSCM uses the Archdiocesan Gaines Benchmarking Standards, ACT Aspire, and aimswebPlus standardized testing results as the basis for its curriculum, providing students with skills that promote growth and achievement. Primary grades are introduced to the concepts of sequence, main idea, and key details. Students work to successfully identify these concepts using appropriate leveled texts. Intermediate grades continue building these skills in conjunction with introducing new concepts, such as figurative language, theme, and genre studies. Junior high takes these skills and further develops them. The rigorous reading curriculum places a heavy emphasis on text analysis and reading strategies within a variety of texts that promote critical thinking skills. Students annotate texts, cite specific textual evidence, and explain how their evidence supports their response. Junior high students also benefit from the use of supplemental vocabulary instruction. Both intermediate and junior high students use Newsela in order to engage with informational texts that correlate with other texts being studied in class. In addition, Newsela serves as a tool for providing differentiated instruction, along with leveled readers and grouping, which is done at all levels.

During the course of each year, students in junior high are challenged to read all books from the Rebecca Caudill list. Students also take part in monthly book clubs.

Starting with first grade, a formal grammar program is used as a tool to strengthen and enhance writing skills through sentence structure and syntax. Other ways writing skills are developed is through the 6 Traits of Writing, with mini lessons focusing on specific aspects of each skill. Assessment tools are grade level appropriate and apply to expository, narrative, persuasive, and argumentative writing pieces. Students' work has been published in the American Library of Poetry. Samples of student work are kept in individual writing portfolios which follow the students each year. Language Arts teachers meet on a regular basis to discuss progress with skills, and share resources and ideas.

1b. Mathematics:

SSCM Math is comprised of two digital online platforms, McGraw-Hill My Math for K-5 and McGraw Hill Glencoe Math for the junior high programs. Both are Archdiocesan-based and in alignment with Common Core State Standards. All mathematical concepts build upon foundations established in kindergarten and are scaffolded throughout all grade levels. Investigative math introduces lessons with open-ended exploration designed to engage students and build conceptual understanding and a structured modeling to build fluency. Students develop responses to an essential question and are divided into differentiated levels of learning. While in groups, students are exposed to hands on manipulatives, an assortment of virtual opportunities to explore math concepts, and real world applications. Here students are modeling, reasoning, and expressing detailed writing expressions to build focus, coherence, and rigor.

Starting with the basic foundations of computing, students work their way through estimating, rounding, numbers and operations, expressions, algebraic thinking, fractions, measuring, geometry, functions, ratios, statistics and probability, and data collection/interpretation of charts and graphs. By the time students have ended 8th grade, they will have completed algebra and are well prepared for accelerated math at the secondary level.

On a daily basis, math teachers at SSCM utilize chromebooks and Smartboards. This is in addition to enhancing core concepts with videos, math games, online resources, problems of the day, and manipulatives to actively engage student learning. Math teachers meet monthly to collaborate, share ideas, strategies, and ways to help students who struggle with new concepts learned.

1c. Science:

SSCM Science curriculum for grades K-8 is Archdiocesan-based and aligned with the Next Generation Science Standards (NGSS). Students in grades K-5 utilize Pearson Interactive Science. STEM (Science, Technology, Engineering, Mathematics) based hands on science investigations begin each unit of study. Throughout each unit, mini labs allow students to foster key concepts, make observations, analyze data, and advance the use of the scientific method. Field trips to Will County Forest Preserve, Morton Arboretum, and Argonne National Laboratory enhance instruction while building upon studies of pond life, plant life/ecosystems, and how scientists conduct studies and investigations. Each grade level builds upon and extends learning of physical, life, and earth sciences. This is also in conjunction with learning engineering and technology skills. Students at all grade levels take part in interactive inquiries using Smartboards, chromebooks, interactive quizzes, and performance-based assessments.

Students in grades 6-8 utilize McGraw-Hill iScience. Students continue their development of critical thinking and analytical skills through hands-on exploratory labs, while building on the foundations of the scientific method and engineering. At each level, students move from earth and physical sciences, to astronomy, physics, and chemistry. Students are grouped according to differentiated levels of learning. iScience also includes the use of microscopes, online videos, demonstrations, dissections, interactive tools, and performance-based testing to enhance student learning.

1d. Social studies/history/civic learning and engagement

Social Studies curriculum in grades K-8 is Archdiocesan-based and in alignment with common core state standards. SSCM aims for students to become respectable and responsible model citizens by the end of 8th grade. Students develop their learning of communities, environment, culture, diversity, and American and World History. This is accomplished through the study of geography, people, places, development of countries, politics, economics, and current events. Project-based learning and differentiated instructional groups allow students the opportunity to engage and interact with the material in a manner that allows for personal connections.

SSCM Social Studies/Civics curriculum utilizes the Scott Foresman-Pearson Social Studies series in grades K-6, Glencoe's The American Journey in 7th, and Holt McDougal's Civics in Practice in 8th. Starting in primary grades, students focus on being responsible community members, while taking active roles in the community through a "Best Buddy" program allowing students to interact with senior citizens in a local nursing facility.

Intermediate grades spotlight on state and federal governments, geographic regions of the United States, and the early history of our country. Students receive hands on instruction through a partnership with "Agriculture in the Classroom," focusing on products used for food and manufacturing native to the State of Illinois.

In junior high, students study government and the responsibilities associated with becoming good citizens. Discussions and activities develop critical thinking skills as students explore questions without simple answers. Student learning is enhanced through the use of chromebooks, interactive tools, videos, and Newsela articles. SSCM 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.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

SSCM offers a vibrant, faith-based three- and four-year old preschool program. The early childhood curriculum uses the Illinois Early Learning Standards, as well as the Archdiocesan Standards to structure a well-rounded, child-centered program that prepares students for Kindergarten. Jolly Phonics shows students the letter sounds in an enjoyable way that is designed to teach students to read and write. Math instruction focuses on numbers one through twelve, patterns, measuring, and data charting. Stories of God's Love

introduces students to God and the Catholic Faith through Old and New Testament stories as well as contemporary stories. Special curricular classes like music, technology, and physical education help nurture preschool students' abilities outside of the traditional classroom.

2. Other Curriculum Areas:

Other curriculum areas are comprised of weekly "specials" which include Physical Education (PE), Technology, Art, Spanish, and Music. Special classes are offered to all students year round. Special teachers work together in conjunction with classroom teachers integrating hands on technology, project-based learning activities, and individual/group presentations.

PE is provided weekly to students in Pre-K-8. Instruction focuses on creating a healthy learning environment by providing students the opportunity to engage in physical activity through a variety of organized sports and related activities. Through physical activity, students are taught the importance of physical fitness and proper techniques to improve motor skills. At the same time, they learn about the human body. The PE program also provides proper assessment of performance that helps students improve both physically and cognitively. All activities and exercises, whether individual or team-oriented, are planned and monitored to fit the appropriate physical and mental capabilities of each class.

Students also receive instruction on proper nutrition and first aid, which generates growth and development to live healthier lives.

In grades 2-8, students are instructed to focus on five key components (positive attitude, cooperation with peers, effort, teamwork, and sportsmanship) that help build character and serve as a lifelong lesson for both physical and non-physical activities.

SSCM's technology program serves grades Pre-K-8. This program focuses on developing solid technological skills, such as keyboarding, Google Suites, and internet/website navigation. Along with technological skills, SSCM provides students with the tools they need to use digital technology in a responsible and safe manner. In fact, SSCM has been an official Digital Citizenship Certified School since 2016.

The visual arts program at SSCM is offered weekly to students in grades K-8. The curriculum is designed to address the different developmental needs of each grade level. During the course of the school year, students are exposed to the elements of art and the principles of design, beginning with the integral concept of drawing. This is followed by painting, collage, 3-dimensional design, and printmaking. The visual arts program also allows students the opportunity to utilize a variety of materials, examine seasonal works of art, express personal creativity through their own works, and exposure to the contributions of famous artists and architects.

SSCM students in grades K-8 participate in a performing arts program, which includes a weekly music class. Activities vary, yet all include the opportunity to create, perform, and describe music using appropriate vocabulary. Technology introduces students to famous composers and reinforces musical skills taught. Students take part in group activities which include developing rhythm, using percussion instruments, performing vocal harmonies, and practicing conducting skills. Twice a year, students perform in a vocal concert incorporating both group and solo performances for parents and other community members.

The Spanish program at SSCM is specifically designed to accommodate each grade level. There are currently two Spanish teachers who create lessons full of language and culture. The program believes that culture goes hand in hand with the learning of a language. Focus is placed on the parts of speech, conversational skills, and Hispanic holidays, such as Dia de los Muertos (Day of the Dead).

In grades 1-4, lessons contain activities and songs, generating an immersion context where students learn Spanish while playing games and communicating their thoughts and feelings. The curriculum for the Foreign Language program includes units that present vocabulary, writing, reading, and speaking exercises.

Counting numbers up to 50, zoo animals, Halloween as an important cultural event, and family are some examples of units of study. Lessons are designed to allow students to learn and practice a second language naturally.

SSCM also takes part in the National Spanish Exam. Students in 8th grade prepare for this exam by practicing the language orally and with written exercises.

3. Special Populations:

Special populations are identified and serviced through standardized data, as well as teacher and parent collaboration. At the beginning of each year, students in grades K-8 are administered the aimswebPlus assessment. This benchmark provides valuable information used by teachers to develop flexible ability-based groups and determine appropriate strategies for academic success. Repeated in the spring, the assessment provides teachers and parents the opportunity to examine growth achieved during the year. In addition, the STAR Assessment is administered to students twice yearly to determine the appropriate reading levels. Finally, the school also administers the ACT Aspire Interim Assessment to grades 3-8 in late fall and winter, ending with the ACT Aspire Summative Test. This information is shared with parents and supports the decision making process regarding grouping based on student ability, leveled programs, staffing assignments, and new materials.

When a student identifies with possible learning needs, staff members reach out to parents involved for an initial conversation. Work samples and anecdotal notes are shared to document the concern. Together, both beginning interventions and tiered instructions are decided upon to help the student become more successful. These may include, but are not limited to, preferred seating, modifications, accommodations, and additional help with a teacher assistant. Student progress is closely monitored by the teachers. Furthermore, parents have the opportunity to work with the local school district or seek a private evaluation.

Once a special need is identified, the school works to develop an Individualized Catholic Education Plan (ICEP). This formal plan is based on the identified needs and provides for specific accommodations throughout classroom instruction. Teachers, parents, student, and principal are all accountable to carry out the implementation of the plan. The documentation is shared with teachers in the following years and updated regularly based on data obtained and reviewed with the next year's teachers. Upon graduation this documentation is also shared with the receiving high schools.

SSCM benefits from special services supplied by the local public school district. These services include initial screening and consultation, speech, hearing, occupational therapy, and physical therapy.

Testing data also identifies those students who are performing above their grade level. In grades K-5, instruction is planned to help students achieve their academic potential. Small group instruction using leveled materials, supplemented by individualized pull-out sessions with assistants, addresses the needs of higher level students. In addition, teachers use specific online programs such as Newsela, which support the required curriculum at all levels. Exceeding students also have the opportunity to move up to a different grade level for Reading/Language Arts. To make these situations successful, close collaboration is required between all teachers and parents.

Beginning in sixth grade, students are ability grouped for their math and language arts instruction. These groupings are On Target (O) and Accelerated (A) based on standardized testing data and teacher input. Students benefit from differentiated projects, student collaboration, and self-reflection, promoting maximum growth and success. These groupings are also designed to be flexible, providing for individual movement based on class performance.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SSCM is a vital Catholic school community that exists to build the Kingdom of God. Weekly masses and prayer services are planned by teachers and students. The participation of students as choir members, altar servers, greeters, and faith partners (junior high students pairing up with a younger student), along with parents in attendance makes both masses and prayer services true SSCM faith building experiences.

Students and faculty begin each week by gathering together in the gym for prayer. During this time, birthdays, as well as academic and sports successes, are acknowledged. Once a month, students who have been recognized for Kindness Counts receive a certificate for their positive contribution to the culture of the school.

A variety of extra-curricular opportunities are offered. These include Student Council, National Junior Honor Society (NJHS), newspaper, Chess Club, Young Rembrandts, Band, Choir, Drama, athletics, Homework Club, and Academic Club. Students must be in good academic/behavioral standing to maintain involvement. Additionally, SSCM hosts Girl Scouts on a monthly basis.

The Student Council and NJHS focus on developing student leadership and decision-making, with NJHS members having a service component as well. Both groups plan and organize engaging extra activities for all to enjoy throughout the school year. This includes a “Countdown to Christmas” week, charitable initiatives, recycling, and promoting monthly themed activities.

The entire community truly works together to make the teachers feel valued and supported. The school’s Parent School Organization (PSO) welcomes teachers at the beginning of the year with a small gift, and recognizes them on both Teacher Appreciation Day and their birthday. The PSO also organizes a “Wishlist” for each teacher within the school. Parents have the opportunity to make a monetary donation to the list, enabling teachers to purchase additional classroom items.

SSCM teachers and staff are hard-working, dedicated individuals. Many come early and stay well beyond the school day to help accommodate students needing additional assistance or support, as well as leading and supervising extracurricular activities. This is in addition to teacher led teams in which teachers work together to plan, develop, and implement strategies that are deemed best for the students and SSCM as a whole. The school’s support staff is available to assist classrooms as needed.

The principal strives to make sure individual teacher’s needs are met. This includes listening and offering help with a problem, making sure a teacher can leave early or come in late if necessary, and allowing for personal time off for family emergencies. Teachers are provided with weekly lunches, special treats, and have the chance to dress casually on designated days. Holidays and other special events are celebrated throughout the year.

2. Engaging Families and Community:

SSCM is fortunate to have very active and supportive parents who are always willing to help the school. Parents and community members at large are invited to join the principal and pastor through membership on the Board of Specified Jurisdiction (BSJ). Members have the opportunity to provide guidance and direction for the school, especially in the development of a strategic plan, finance, policy-making, public relations, marketing, and community outreach.

The PSO consists of parents, teachers, and the principal. Monthly meetings provide time for parents to give input regarding events planned for the school and socialize. These events include fundraising for needed materials, guest speakers, assemblies, and volunteer opportunities for field trips and parties. SSCM is thankful for the PSO and their dedication to students, teachers, and staff. They have generously purchased chromebooks for grades 3-8, provided funds for teachers to purchase materials for their classes,

and taken care of improvements within the building itself, such as new stage curtains.

Communication with school families and other stakeholders is ongoing. SSCM's website provides access to homework online, the school's calendar, important announcements, grades, textbooks, Accelerated Reader program, and important documents. The school's successes and events are documented via SSCM's Facebook page, Twitter account, and local newspapers. The principal also publishes a letter in the Parish Sunday Bulletin and online weekly school updates.

In addition, each Thursday the school sends a Virtual Red Envelope (VRE) electronically which highlights school/student achievements and provides access to important school forms for upcoming events. This communication is then archived, remaining accessible to parents.

SSCM partners with many local businesses to service the school community. The Lemont Police Department provides a designated officer who coordinates the required lockdown drills, the "Drug Awareness Resistance Education" (DARE) program, and support for other social issues. The Lemont Fire Department works in conjunction with SSCM School to conduct state mandated fire drills, along with classroom programs. Community members, including parents, volunteer to provide the National Junior Achievement Program.

SSCM proudly shows their appreciation to the local community. For instance, students presented personalized class projects to community leaders, such as the mayor, police chief, and fire chief. Help has also been provided to the local food pantry through the ongoing collection of nonperishable items.

Prospective parents are invited to open houses and tour the school prior to enrollment. They receive a variety of information and have the opportunity to speak with both administration and teachers. Upon enrolling, families receive a welcome letter and an invitation to a New Parent Welcome Night. Working parents can take advantage of before and after school childcare programs.

3. Professional Development:

Professional development has a dual purpose at SSCM, as it strengthens teacher effectiveness and addresses data identified areas for improvement. The goal is to equip staff to challenge and engage all students in the learning process through new strategies, lessons, and application of learning standards. Professional development serves as an opportunity for teachers to continually strive for personal growth as an educator, staying up-to-date with current trends in education, and developing ways to continuously foster student growth and learning.

As part of the yearly budget, SSCM allocates funds for all teachers to pursue professional growth opportunities of their choosing. Educators attend different workshops and seminars based on subject area expertise, grade level taught, and needs based on teacher action plans. These professional growth activities are selected from a wide variety of providers, including the Archdiocese of Chicago, the Bureau of Education and Research, Smekens, and the local public school district. Furthermore, all staff members participate in state mandated concussion protocol training, helping staff correctly monitor a student's return to learn progress following a documented concussion incident.

ACT Aspire Interim and Summative assessments are an essential part of developing action plans, curriculum, and professional development. At the beginning of each school year, teachers meet to collaborate and identify student needs based on summative test scores. Teachers build action plans based on data, which are essential to promoting student growth, development, and learning. Throughout the year ACT Aspire Interim assessments are administered to assist teachers in revising action plans. During parent teacher conferences, teachers discuss scores with parents, as well as notifying them of performance updates. As a way to further implement their action plans, teachers select professional development opportunities that will provide them with the tools and strategies needed to make this happen in daily instruction.

Speech therapy, occupational therapy, physical therapy, and a reading specialist are provided from these funds. Training in the use of Google platforms, standards-based learning, technology integration in the classroom, and maintaining positive student behavior are examples of professional development offered by the district.

As part of ongoing faith based instruction, teachers maintain catechetical certification through online coursework and attendance at religious retreats.

SSCM is proud of its professional development program, which has helped students to be successful and well prepared lifelong learners.

4. School Leadership:

Leadership at SSCM is based on collaboration and open communication among administration, school staff, students, parish staff, families, and other stakeholders, allowing all voices to be heard in the pursuit of student success.

The principal and pastor meet on a regular basis to discuss policies, daily operations, programs, and resources within the school. The parish leadership staff consisting of the business manager, religious education director, facilities manager, deacons, and director of parish music meets monthly. Detailed reports of school events are shared and discussed during these meetings.

Each year, all teachers are assigned to work on a variety of leadership teams. These teams assist with school operations, develop curriculum, and establish and regulate school guidelines. This process develops communication and collaboration among staff. Teams meet regularly, follow an agenda, and identify concerns and suggestions with peers. Decisions are made as a group based on the information provided. As part of this on ongoing collaboration, teachers work together to share strategies, such as positive discipline, with peers.

The Continued School Improvement Plan Team, a component of the AdvancED accreditation process, makes use of standardized test results to disaggregate standardized test data obtained. Results are shared, leading to continued school improvement through the creation of individual teacher action plans. These plans are followed throughout the course of the school year, guiding instruction and professional development.

Parents and other stakeholders are personally invited by the principal to accept active leadership roles. The Board of Specified Jurisdiction (BSJ) membership helps to develop school policies and procedures along with monitoring finances. The BSJ works with the principal to develop a Strategic Action Plan. Steps in the creation of this plan includes a parent survey, meetings, and an open forum. This forum allows stakeholders the opportunity to identify areas of success and those in need of further development. The finalized plan is presented publicly to parents and monitored throughout the year.

The principal works with staff to foster leadership skills within the student body. Student Council and NJHS have elected student officers who meet with the principal to discuss their ideas for the school community. Together, consensus is reached and shared with other Student Council and NJHS members.

SSCM's leadership provides a wide variety of opportunities for all stakeholders to be involved, along with ongoing open dialogue, providing a basis for students to achieve success in academic and social endeavors.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

SSCM is proud to attribute its success to the fact that all members, including families, students, staff, administration, BSJ, PSO, and parish come together to embrace the true meaning of the word community.

SSCM's motto, "Faith, Families, Future," illustrates the school's firm commitment to community. The school gathers as a faith community every Monday morning for a student-led prayer service and at weekly masses. Beliefs learned from faith development guide students to internalize the importance of respect and compassion, which are essential characteristics of a strong community.

School families play an active role in creating a positive school community. Some ways in which families are able to do this is through organizing school events, such as the Daddy Daughter Dance and Mother Son Beanbags, volunteering to help with classroom activities and field trips, and involving the local community in school hosted events, like bingo, fish frys, and open houses.

One of the most positive results of being a community is that there is a strong sense of family in the school's culture, both within the classroom and among the staff. Students encourage each other to never give up and to always do their best. Teachers are constantly reminding students of their belief in them and their ability to reach their full potential. In addition, teachers treat each other like family in the sense that they lean on each other for support, offer assistance whenever needed, and spend time getting to really know each other. The entire school community strives to develop a positive environment, leading to successfully addressing the needs of the whole child.

Within the school, community is reinforced through the "CYRIL 7," which is a teacher created acronym standing for "Conduct Yourself Respectfully with Integrity and Leadership." These words model a set of seven school wide values and expectations that are prominently displayed throughout the school. Students, staff, the principal, the pastor, and all adults model and refer to these ideas regularly, reinforcing the school's belief in the development of positive relationships and discipline, which promotes a healthy community.

For more than 130 years, SSCM has been recognized and respected as a vibrant learning community dedicated to nurturing relationships. The principal, students, teachers, staff, families, and the community at large are encouraged to work together each and every day.

SSCM is honored to be considered for the opportunity to participate and be considered for Blue Ribbon Status.

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? \$5888
(School budget divided by enrollment)

4. What is the average financial aid per student? \$667

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? 10%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Aspire Summative

Grade: 3

Edition/Publication Year: 2018

Publisher: ACT

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

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	415
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	418
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	421
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	24
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	418
Number of students tested	23
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	423
Number of students tested	32
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	423
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	425
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: Aspire Summative
Publisher: ACT

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	40
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: