

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Mari Jo Hanson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Clement School
(As it should appear in the official records)

School Mailing Address 2524 N Orchard Street
(If address is P.O. Box, also include street address.)

City Chicago State IL Zip Code+4 (9 digits total) 60614-2538

County Cook

Telephone (773) 348-8212 Fax (773) 348-4712

Web site/URL https://www.stclementschoool.org/ E-mail mhanson@stclementschoool.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jim Rigg E-mail jrigg@archchicago.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) 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. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	24	37	61
K	31	27	58
1	19	22	41
2	22	30	52
3	21	19	40
4	24	22	46
5	24	20	44
6	17	14	31
7	13	32	45
8	11	21	32
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	206	244	450

*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):
- 1 % American Indian or Alaska Native
 - 8 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 5 % 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 2018 - 2019 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, 2018 until the end of the 2018-2019 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2018	447
(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):

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 22 %

98 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>2</u> Autism | <u>13</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>32</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

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

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	29
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.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 15:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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.

Anchored in the Catholic tradition, we engage every child in a challenging academic environment that empowers and inspires our students to recognize their unique gifts.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Saint Clement School is anchored in the richness of the Catholic tradition and engages each child in a challenging academic environment that empowers our students to recognize their unique gifts and talents. Our school motto, Pray, Serve, Give, Learn, and Belong, is at the core of how we educate each child at Saint Clement. We emphasize educating the whole child socially, emotionally, spiritually, and academically so that our students are prepared for life beyond our doors. While at Saint Clement, our students learn to become compassionate leaders, serve the common good, and respond with confidence to daily challenges.

Our core curriculum is rigorous, differentiated, and individualized to foster students' ability to reach their full potential. Our Pre-K program nurtures our youngest learners and teaches them to respect themselves, others, and their learning environment and creates a culture where students are excited about learning. The curriculum in Kindergarten through fifth grades focuses on core academic subjects, but also believes in the importance of unstructured play for children. Middle school instruction, grades six through eight, focuses on the core subjects, fostering individual inquiry and creativity, and developing competent study habits. Our students graduate from Saint Clement and attend some of the most competitive high schools in the Chicago area.

Core curricula courses at Saint Clement include English language arts, math, science, social studies, and religion. Strategies for core curricula instruction include using a Balanced Literacy approach to reading and writing and a problem-solving, language-based approach to math instruction. Saint Clement also offers a variety of non-core curricular classes, which include art, music, gym, library, Spanish, and STEM. Thematic and cross-curricular instruction are used school-wide to make the subject matter more relevant and to help students make connections about ideas across the subject areas. Our Child-first team supports all our students performing at, above, or below grade level, and our students' social and emotional health. This team of seven assists provides individualized learning plans that cater to their learning needs.

Empathy is the cornerstone of our work at Saint Clement School. Our vision statement calls our students to graduate as compassionate leaders entrusted with a sacred responsibility to share their gifts, serve the common good, and respond with confidence to the challenges of their day. Connectedness is critical and is at the root of empathy. We are deliberate in the way we create connectedness.

Teachers use Responsive Classroom teaching methods to ensure that students feel safe, joyful, and engaged during the school day. Saint Clement uses the Kagan structures, a cooperative learning instructional approach, to enhance student knowledge, participation, cooperation, social skills, and self-esteem. Teachers work Kagan structures into their daily instruction to build classroom cultures that focus on empathy and concern for others.

We employ the Positive Discipline Approach to teaching and learning, also known as the Democratic Leadership Approach. The Positive Discipline Approach builds respect, community, and character development through social-emotional learning and student-led class meetings. We are fortunate enough to have one of 70 nationally certified Positive Discipline trainers on staff to lead this effort. Moreover, our two-person counseling team provides a variety of services, including individual assessment and counseling, family counseling, classroom-wide social-emotional education, wellness-based workshops, and check-in services. The counselors are committed to helping students develop emotional literacy and creating a safe and supportive environment for all.

Students at Saint Clement participate in over 20 clubs, 12 to 14 after school enrichment sessions each trimester, sports teams, band, choir, and musical ensembles. The variety of extracurricular activities offers students an opportunity to explore their interests as well as build connections and a sense of belonging outside of the classroom.

Consistent with our mission Saint Clement School is a member of the Positive Coaching Alliance. PCA works with coaches, organizational leaders, and parents to more effectively teach young athletes not only how to win but also how to learn about teamwork, discipline, respect, and goal-setting through their athletic

participation.

Serving others is a significant part of our Saint Clement culture. Our student council officers lead the school in a Christmas book drive for a school in the Chicago Archdiocese, Thanksgiving food drive, and several other service projects, as well as monthly fundraising for local charities through out-of-uniform days. Faculty, staff, and school families participate in a yearly service day where we work together to give back to both the neighborhood and the broader Chicago area by visiting nursing homes, refurbishing and repairing schools and homes, working at food pantries, and making homeless meals.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Saint Clement School, the overarching approach is individualized learning through differentiation with Responsive Classroom. All Saint Clement teachers work to not only teach each child at their academic level but also to teach the whole child. The Responsive Classroom approach is a part of every classroom where the goal is to help students develop their academic, social, and emotional skills in a learning environment that is developmentally appropriate. To achieve these goals, specific practices are put into place across classrooms and across subject areas such as interactive modeling, intentional and direct language, and interactive learning structures. All teachers are trained in Kagan structures, cooperative learning strategies that are carefully designed to promote communication in the classroom, boost cooperation, and maximize active engagement by all students. Kagan structures have become an integral part of our teaching strategies with the aim of supporting all learners. To further support each student, teachers in grades K-5 thoughtfully use a centers-based approach in math and English Language Arts (ELA). Students are able to work in small groups with differentiated tasks, activities, and goals. The centers also allow teachers to work with each group at their level, to differentiate instruction, and to make formative assessments rather than simply teaching and assessing the whole-group. Another crucial part of the SCS school-wide instructional approach is cross-curricular teaching. Teachers use religion, social studies, or science subject matter in ELA lessons, and they often work with the art, music, and STEM teachers to coordinate lessons and reinforce concepts using multiple modalities. Finally, the Child-First Team at SCS reinforces both differentiation and Responsive Classroom by providing academic intervention, social-emotional support, and enrichment opportunities to meet the individual needs of our diverse learners.

1b. Reading/English language arts

Saint Clement School's Reading and English Language Arts curriculum uses a Balanced Literacy approach. Our Balanced Literacy programming is a blend of critical literacy components and incorporates both Daily 5 and CAFE (comprehension, accuracy, fluency, expanding vocabulary) methods of instruction. In grades K-8, the following instructional methods are used as part of our Balanced Literacy curriculum: Interactive Read Aloud, Independent Reading, Shared Reading, Guided Reading, Word Work, Shared Writing, and Independent Writing. The Balanced Literacy approach is the optimal combination to support the needs of all learners as it offers a combination of multiple teaching strategies for whole language and explicit phonics instruction.

At Saint Clement, reading and writing are taught during a cohesive literacy block. Students see reading and writing modeled, are coached in small groups and individually, and work independently on reading and writing projects. All teachers provide authentic and differentiated instruction for their students. Teachers also incorporate flexible seating and grouping practices, integrate teaching methods and resources that consider the many learning styles of our students. This carefully created and purposeful instruction is taught to our students through interest-based and age-appropriate content. Some of the programs and methods used during literacy instruction include FUNdations, Words their Way, Wordly Wise, Lucy Calkin's Writer's Workshop, Literature Circles, Whole-Class Novels, Notice & Note, The 6+1 Traits of Writing, and Quill.org. We use guided reading leveled books for grades K-8 and have a leveled book room for grades K-5. Students in grades 6-8 read whole-class novels and leveled books during literature circles. Our unique Child-First program offers differentiated reading and writing instruction during small group pull-out sessions and through the 4-8 Learning Lab program.

During the 2017-2018 school year, the literacy committee reviewed and advanced our school's reading and writing curricula, reforming them into one ELA curriculum. After analyzing assessment data, it was concluded that our students perform significantly higher than the state average on standardized tests, and we needed to adjust. Our current curriculum was customized and designed to add rigor and to challenge all our learners. Using a backward instructional design, most of the Common Core English Language Arts

standards were raised to the grade level above their current grade. In addition, the Literacy Committee has realigned the ELA curriculum to adhere to our Balanced Literacy program. To evaluate student performance, both formative and summative assessments are reviewed regularly. Formative assessments include daily quick-checks, exit tickets, fist-to-five measures, reading checks, and several cooperative learning Kagan strategies to check for understanding and to engage all learners. Summative writing assessments include narrative, expository, and persuasive writing projects. Students in grades K-8 take the NWEA MAP reading assessment in the fall, winter, and spring, and grades 3-8 take the ACT Aspire exam in the spring in order to measure their growth and progress throughout the year.

1c. Mathematics

In 2018, we formed a Math Curriculum Committee and began to revisit the Common Core State Standards and review the appropriate placement of each benchmark. We wanted to ensure that there was vertical alignment throughout our program, less repetition, and that our accelerated, 8th-grade students would have the opportunity to complete algebra before the end of the second trimester. The finished product gave us a roadmap for meeting the needs of all learners that encompass advanced, on grade level and below-grade level students.

As with our ELA data, it was concluded that our students perform significantly higher than the state average on standardized tests. Therefore, Teachers do not rely on one particular textbook series when planning instruction. They are encouraged to choose materials that will foster student engagement, promote problem-solving, and encourage students to value math. Projects that relate to real-world applications of math help students to see the value of this course of study.

Teachers use a variety of instructional methods, including whole group discussions, small group, cooperative learning, centers, and explorative learning. Students work independently on IXL Math, a web-based diagnostic and practice tool for mastering concepts and sharpening skills. This use of technology is one example of a math center frequently employed in an intermediate math classroom. By creating math centers and overseeing the groups rotating through the stations, teachers are given an excellent opportunity for differentiating instruction for their small groups of students. Child First Team teachers are scheduled to push into classrooms to offer additional support and arrange for individual or small group pull-out sessions as needed.

Our mathematics curriculum is tailored to maximize the strengths of our students and to address areas of concern. Assessments usually include a pre-assessment to start each unit, as well as formative assessments throughout each unit. Formative assessments include entrance/exit tickets, quizzes, and IXL online practice. Using MAP data and formative assessments allow teachers to form flexible small groups and steer their students toward mastering the skills they need in order to be successful. In intermediate and middle school classes, each unit ends in a summative assessment, such as a test or project.

Results from 2019 ACT Aspire summative assessments indicate that our students are performing above the national average in mathematics in all grade levels tested - grades 3 through 8. Scores for students at Saint Clement also exceeded the averages of students at other Archdiocese of Chicago schools. Our goal is to continue to challenge our students, engage them in meaningful applications of mathematics, and provide the support needed to excel as lifelong learners.

1d. Science

The overarching science curriculum goal is to address across all levels the disciplinary core ideas outlined in the Next Generation Science Standards (NGSS), based on learning progressions identified in the National Framework for Science Education. Crosscutting concepts underlying the science curriculum are patterns, cause and effect, scale/proportion, systems, structure, and function. The three basic scientific fields of study are physical, earth, and life science, with connections developed between the three sciences. Science and engineering practices are explored, and student performance expectations as described in the NGSS are used to help assess student progress

Students are encouraged to use their senses and extensions of their senses to experience their world, observing its characteristics and behaviors objectively. They communicate their ideas, compare features, and order and categorize their understandings into broader groupings and classifications. Students are challenged to relate factors that reveal deeper insights into causes and effects, predict and infer things based on accumulated knowledge, and apply both knowledge and processes for useful purposes. They are invited to develop new theories, to perceive fresh possibilities, and to integrate ideas and practices across all the STEM (science, technology, engineering, and mathematics) disciplines.

A team of three Saint Clement School teachers is currently participating in the University of Notre Dame Center for STEM Education through the Trustey Family STEM Teaching Fellows Program. The program focuses on increasing student interest and learning in STEM disciplines through the support and growth of high-quality STEM teachers while developing students, schools, and communities who can leverage STEM as a force for good in the world. The Saint Clement Trustey team is developing and reinforcing strategies to increase problem-solving and critical thinking skills by weaving integrated (cross-curricular) STEM opportunities across all grade levels through purposeful vertical alignment, professional development, and process vs. product-oriented thinking.

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

The social studies curriculum at Saint Clement School focuses on building civic-minded students with strong literacy, inquiry, and communication skills. Teachers provide age-appropriate experiential learning opportunities such as role-playing, projects, games, and curriculum-aligned field trips. A trip to the Field Museum supports instruction in Native American studies at the primary level, whereas middle school students engage in a Model UN simulation. Social studies instruction includes cooperative learning opportunities such as small group brainstorming, discussion, questioning, and problem-solving. Additionally, the curriculum is designed to address current events and ensure that students are actively engaged in discussing issues that inform an ever-changing world. Students are regularly and frequently assessed through hands-on activities, projects, exit tickets, student conferences, and other summative and formative assessments.

As students move into middle school, they engage in the analysis of secondary and primary sources to further build their historical and literacy skills, and they practice sourcing documents by evaluating their credibility. These skills are practiced and assessed by using documents and activities developed by the Stanford History Education Group (SHEG). Students also more broadly address current events and deepen their analysis of events to consider their impact on the world stage, and cross-curricular opportunities are embraced. For example, as middle school students researched and investigated the Flint, Michigan Water Crisis in STEM class, they also considered social justice issues that may have been a factor in the government's response to Flint residents' health problems. The culmination of the social studies curriculum is an intense study of both Illinois and the United States Constitution, after which students travel to Springfield, Illinois, to visit the state capital in seventh grade and to Washington, DC at the end of their eighth-grade year.

1f. For secondary schools:

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

Saint Clement offers a preschool program for three and four-year-old students. The PK-3 program (introduced in the 2018-2019 school year) is Montessori-based and espouses students' independence through explorative play, activities to develop fine and gross motor skills, and an introduction to academic content, including letter names and sounds. PK-3 curricular content includes practical life, social and natural sciences, math, sensory education, movement, dramatic play, religion, language, art, music, and STEM. The PK-4 program builds upon these content areas with the addition of Spanish. It offers a more structured early childhood educational environment with a focus on developmentally appropriate academic and self-help skills.

Both the PK-3 and PK-4 programs embrace the philosophy of meeting the learner at his or her individual

level socially and academically. Because many students enter Saint Clement at either the PK-3 and PK-4 level, instruction is geared toward encompassing the varying backgrounds and awarenesses of each child as they navigate their first ongoing school experience. Special attention is given to fostering positive social relationships among peers and adults, self-advocacy, and executive functioning skills.

Saint Clement prides itself on curricular alignment between grade levels. Educators within the preschool program work closely with the Kindergarten team to ensure readiness among students. Saint Clement boasts the addition of the Wilson FUNdations program in PK-4 this school year; the addition of this program from preschool through second grade helps to streamline the literacy curriculum and maintain consistency of language and processes for students. The scope of the preschool program also includes the burgeoning of school routines, both classroom, and school-wide. Preschool students truly become part of the Saint Clement family through attendance at school-wide events and collaboration with other classes; weekly events such as visits from “Reading Buddies” offer students the chance to build relationships with older role models and peers.

2. Other Curriculum Areas:

Saint Clement offers a variety of additional curricular programs in fine arts, physical education, foreign language, and technology to ensure that our students are well-rounded and that they acquire skills to be 21st-century learners.

Saint Clement’s Fine Arts Department consists of visual art and music classes. The art curriculum follows the National Arts Standards in order to strengthen students’ ability to create, present, connect, and respond to art at their respective grade-levels. Topics include art history and culture, contemporary art, and current events. Students have the opportunity to express themselves and gain confidence by working with a variety of art materials. Music classes are an integral component of the fine arts department. Music class provides students with knowledge and skills in singing, instruments, music theory and history, music from other cultures, and multiple genres. Students complete projects such as designing and making their own instruments, writing their own songs, and musical coding. All grades participate in Christmas and spring concerts, and Saint Clement offers two different choral performance groups for grades 4-8. The variety of performances and programs allows students to learn and grow by practicing vocal, acting, and dancing skills.

Saint Clement School’s physical education curriculum builds students’ knowledge in sports, safety, and general health and well-being. Age-appropriate movement and motor skills and physical fitness concepts are introduced, modeled, and practiced at each level in order to engage students in physical activity. Students learn the rules of basic team and individual sports as well as the values of teamwork and sportsmanship. They develop patience and compassion and learn to appreciate and respect the abilities of their peers. The physical education program encourages students to take risks, problem-solve, learn from their mistakes, and face challenges with grace. Students are taught physical skills and effective habits to ensure a physically healthy future.

Saint Clement enlists two full-time native Spanish speakers. PK and K students receive instruction once a week, 1st through 3rd graders twice a week, 4th graders three times a week, 5th graders four times a week, and 6th-8th graders five times a week. Students explore interpersonal, interpretive, and presentational communication. Spanish instruction is delivered through many learning strategies that include whole and small group instruction, Kagan Structures, and music.

The Saint Clement library and media center are the information centers of the school and play an integral part in fostering the development of global citizens for the future. The library/media center provides resources and learning activities that offer diverse experiences and help them build informed opinions and broad social and cultural perspectives. The media center classroom was recently upgraded to include two 3D Printers and 25 iMacs. It is used consistently to integrate technology into the core curriculum.

STEM classes give students access to science, technology, engineering, arts, and math disciplines in a cross-curricular setting. Students learn concepts such as coding, digital citizenship, the engineering design process

(through the engagement of design challenges), typing, and science concepts. All lessons in STEM class focus on the idea that science, engineering, and technology should be used as a force for good and should help the most vulnerable populations. Saint Clement School is also part of the Notre Dame STEM Trustee Program. During this three-year fellowship, a school-wide integration plan has been established to extend these concepts beyond the classroom and into the broader school community. For example, middle school students are currently engaged in the design and implementation of a parish peace garden, a project that is a direct extension of the Notre Dame program.

Saint Clement educates our children to be compassionate, respectful, and responsive leaders that confidently and graciously respond to their daily challenges. In order to develop and nurture these essential skills, Saint Clement offers additional curriculum programs. These departments and programs include a counseling department, the Child First department, the Positive Discipline program, the Advisory Program, executive functioning classes, and cooperative learning as well as Responsive Classroom initiatives. These programs build community and create a sense of belonging and significance for each child.

3. Academic Supports:

3a. Students performing below grade level

In order to ensure that all students' needs are met, a "Child-First" team was established. The team consists of a Director of Academic Services, a reading specialist, two counselors, three learning specialists, two student support teachers, and an enrichment specialist. This group of teachers holds a diverse set of higher education certifications and endorsements in special education, gifted education, reading specialization, and math. Additionally, multiple team members are trained in the Wilson Language system. The Child First program was developed to serve students in both academic and social-emotional facets and provides individualized services to children across grade levels on a daily or weekly basis.

The Child First team works not only with the students receiving specific special education services but also with students who are performing above or below grade level. Universal screeners including MAP, Acadience Math, ESGI, and EasyCBM Reading are administered to each student in Kindergarten through eighth grade and are scored by learning specialists. These screener scores, in addition to Fountas & Pinnell, leveling and ACT Aspire scores from the previous year, are used to identify students who require specialized instructional support. Each child that is placed into an intervention group receives an individual MTSS plan, which outlines the research-based intervention used, the rate of improvement, and specific goals. Progress monitoring is completed and recorded every two weeks and varies depending on the intervention used. Data is updated regularly within the MTSS plans by the learning specialists, and updates are communicated to parents every six weeks. As goals are met, students exit the intervention group to make room for other students who show a need for support throughout the year. These intervention groups are fluid and planned according to each class' schedule, in an effort to avoid pulling students out during core reading and math instruction.

3b. Students performing above grade level

The Child First team offers an enrichment program that enriches, accelerates, and extends the Saint Clement curriculum. Our enrichment teacher designs lessons that are challenging experiences for students in small-group situations and makes learning engaging in a jovial environment. Acceleration in both reading and math allows learning experiences that are rich and relevant to their lives, activities that cause them to process important ideas at a higher level, and problems that cause them to grapple with meaningful solutions.

Through an integrated approach, students are able to reinforce skills while focusing on specific themes and concepts. Emphasis is placed on problem-solving, critical thinking, creativity, and communication skills. The areas covered are flexible and depend on the needs of advanced learners. Literacy, reading, math, science, and social studies are subjects covered in the enrichment program. Students grow academically through research and discovery, and fast-paced, rigorous, challenging classes.

One project that fourth-grade students get excited about is called Passport to the World. This interdisciplinary project provides students the opportunity to develop a strong foundation in map and globe skills and to utilize those skills in an imaginary trip to different countries and cultures. Working in small groups, students work collaboratively and cooperatively to reach consensus in planning, researching, and creating a final presentation, which includes traditional dance, native costumes, and sharing delicious ethnic foods.

Students enjoy exciting math challenges through a variety of puzzles, games, and math activities that require logical and many times, ingenious solutions. Open-ended, complex, multifaceted problems require analytical and divergent thinking. Students explore topics that are not typically covered in regular math classes like Fibonacci Sequence, Pascal's Triangle, and Pentomino Puzzles. Real learning and enrichment come when students study topics with complexity and with enough time to achieve real depth and understanding.

3c. Special education

The academic side of the Child-First team is responsible for meeting the needs of each learner at his or her individual level. This includes pursuit, renewal, and management of IEPs and 504 plans. At the beginning of each school year, the Child-First team meets with the parents of students who have IEPs and 504s to communicate regarding any important events or changes for the students over the summer months and discuss any academic supports that will be used in the upcoming school year. Each student and his or her parents receive an individualized Child-First plan, which details progress made in previous school years, specific accommodations or modifications made to instruction, and essential information for the general education teachers. These plans are maintained and updated throughout the year by the Child-First learning specialist deemed case manager for each student.

The whole Child-First team meets weekly to discuss student needs, teacher and parent concerns, and collected data. Members of the Child-First team also meet bi-weekly with classroom teachers and administration to discuss ongoing academic and social-emotional concerns within each grade level. A collaborative problem-solving approach is used to address these concerns, and the next steps are determined as a group. This system ensures that multiple options are considered, and classroom teachers feel supported by the Child-First team and administration in the decision-making process. This system is essential in consideration of neuropsychological or speech evaluations, and ultimately the pursuit of IEPs or 504 plans through Chicago Public Schools.

In addition to the Child-First team within the school, Saint Clement has a speech and language pathologist on-site three days a week. Students are screened and flagged for speech concerns each year. Saint Clement offers occupational therapy screeners upon request through a partnership with a local pediatric therapy group.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Empathy is the cornerstone of our work at Saint Clement School. Our vision statement calls our students to graduate as compassionate leaders entrusted with a sacred responsibility to share their gifts, serve the common good, and respond with confidence to the challenges of their day. Connectedness is critical and is at the root of empathy. We are deliberate in the way that we create connectedness. We employ the Positive Discipline Approach to teaching and learning, known as the Democratic Leadership Approach.

If you ask a child why they come to school each day, they will answer, "To see my friends, of course!" It is difficult for a child to concentrate on math if they feel disconnected from their peers. That is why our students start every day in Morning Meeting or Class Meeting. Morning Meeting prioritizes belonging, significance, and fun for the students through personal greetings, sharing and activities and sets up students to succeed socially and academically. Class Meeting is an avenue for the explicit teaching of social skills, such as self-regulation. To self regulate, we need to be aware of both our feelings and the feelings of others.

Community building extends beyond the walls of each classroom as well. Each week the entire school comes together in prayer at Mass. Students have an active role in planning each Mass and serving as prayer leaders in multiple ways. Students have opportunities to foster connections with students in different grades through programs like reading buddies.

Student leaders work enthusiastically to host events such as pep rallies, a talent show, grade-level movie nights, holiday parties, and school dances, and they coordinate monthly charity fundraising. The Student Council fosters opportunities for students to connect with each other, it strengthens the school community, and it empowers students as leaders, developing within them a strong sense of pride and ownership in their school. There is a broad range of additional extracurricular opportunities for students to shape the culture of belonging and build a sense of family.

2. Engaging Families and Community:

We send our parents the same message we send our children, "You are not alone! We are in this together." All of our parent meetings are held in circles. We greet one another, share about ourselves, and solve problems together. We facilitate Parents Helping Parents Problem Solving Steps (Positive Discipline). Our work together is based on fostering resilience, resourcefulness, life-learning, critical thinking, and independence. We offer a variety of workshops for parents with children in Pre-Kindergarten to 8th grade throughout the school year. These workshops are experiential and we learn from one another, knowing that unity is paramount when it comes to creating a thriving environment.

Parent participation is deeply rooted in our success. Every family is required each school year to donate 20 hours of their time in volunteer service to the school. A vast majority of our families go well above that requirement. Parents support our school by giving school tours to prospective families, serving on the School Board or the Parent Association, fundraising and developing community events. In addition, every class has a dedicated room parent and parents are invited to attend special student events and field trips throughout the year. Teachers work closely with parents to maintain open communication and to support student success. School-wide parent-teacher conferences are held twice a year and teachers reach out to parents to discuss student needs/progress as necessary. Our teachers welcome parent communication at any time. The school issues trimester report cards and shares the results of standardized progress monitoring tests three times a year. If students receive intervention services, reports are sent home to parents every six weeks to keep parents apprised of student progress.

In our broader community, we have a close partnership with DePaul University. Many of their education students spend time working with our teachers. Every grade level once a month makes homeless lunches that are distributed at our parish. We maintain a close relationship with Saint Margaret of Scotland, an

Archdiocese of Chicago school in need located in the Washington Heights neighborhood. Our students make annual visits to engage with their students, donate books and explore one another's neighborhoods.

3. Creating Professional Culture:

Teacher contribution and insight are highly valued at Saint Clement School, as evidenced by our daily operations and our approach to professional development. Our faculty development is multi-faceted informed by current research and is a continuous effort. In addition to providing training in Kagan Structures, NWEA Map Results, Balanced Literacy, and Positive Discipline, we offer education on issues such as social media and its impact, suicide and depression awareness, and bullying prevention. All of our meetings are held in circles to promote team building.

We challenge our faculty members to learn more about themselves and use this knowledge to build a strengths-based approach to teaching and learning. Our focus is one of curiosity and is born from a growth mindset. We employ Gallup's Teach With Your Strengths Program as we welcome our new teachers in the fall, processing our individual strengths as we look at how they blend with the members of our grade-level teams. When we face a challenge, we refer to these strengths, as well as their shadow sides, as we grow in our understanding of one another and how we might proceed in a time of stress.

We collaborate through several small teams including, but not limited to; Grade Level, Gratitude, Data, Mentor/Coaching, Literacy and Math Curriculum, STEM, School Improvement, Strategic Planning, and Building Leadership. Members of these teams establish norms and apply a solutions-based approach to interface concerns. Examples of these norms include being evidence-based, focused on learning, and using empowering and encouraging language. We use a 14 step process called Teachers Helping Teachers Problem Solving Steps to brainstorm solutions to problems.

We empower teachers with the tools they need to guide students in their quest to become compassionate leaders. These tools are based on creating a culture of trust, compassion, and structure. Our vision for a graduate states: Upon the completion of their academic program, our students enter high school empowered by their rich experience of faith, service, and intellectual discovery. They graduate as compassionate leaders entrusted with a sacred responsibility to share their gifts, serve the common good, and respond with confidence to the challenges of their day.

4. School Leadership:

The principal is a proponent of shared leadership and empowering others. One of her first accomplishments was to recognize the need for creating a five-year strategic plan. With that goal in mind, stakeholders including parents, teachers, staff members, students and members of the parish were invited to participate in a Strategic Planning Session facilitated by an outside consultant. The Strategic Plan has given us a blueprint to move forward in the following areas: Curriculum, Child First/Special Education, Communication, Facilities, and Finance.

The principal collaborated with teachers to work on the top priority identified by stakeholders, curriculum. Since writing had been identified as the area with the lowest ACT Aspire scores, examining our writing curriculum and rewriting it was the first goal she shared with the newly-formed curriculum team. By providing the team members with the time and necessary resources to complete this important task, she showed that she valued the team's work and supported their efforts.

After the writing curriculum was completed, she empowered the staff to roll out this new initiative through a school-wide celebration. Parents were invited to visit classroom presentations of writing projects prepared by the students. This effort to include all stakeholders in this event is one example of how she builds relationships within the school community while focusing on student achievement.

Each of the other areas identified by the Strategic Plan has been addressed by her and portray examples of shared leadership. The Child-First/Special Education program was expanded and its director was invited to join the "Admin Team" which meets weekly to review academic initiatives and review and make

recommendations about other school issues. Having direct access to her streamlines the process when academic questions/decisions are being addressed.

Forming committees/teams to research issues, form policies, strengthen academics, and contribute ideas is one of our principal's strategies that makes our school community a place where stakeholders know that they are valued. Recently participating in the University of Chicago's 5 Essentials program, she has demonstrated her openness to generating feedback from parents, students, and staff members about the state of our school in the areas of leadership, collaborative teaching, instruction, environment, and family involvement. This school-wide survey was distributed to staff, parents and students. Once the results were received she met with the School Improvement Team to begin the work of addressing ways to implement the information found in the survey.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Saint Clement School has several unique characteristics, but the one that truly sets us apart is the broad and deep attention to social-emotional learning. Our goal requires students to feel safe, supported, and empowered. Student social and emotional growth is further supported by a strong administrative team, a school counseling team, and a wide range of outside programs to help meet students exactly where they are, and maximizing student growth and development.

On staff, we have a certified Positive Discipline Trainer. She is one of 70 nationwide and only one of two in the Chicagoland area. Her role is pivotal to the social-emotional learning of all our students. Other schools in the area draw upon her expertise, and she consults with them, drawing upon both her skills and Saint Clement's deep programming in the classroom, in teacher development, and parent education.

Student-led class meetings provide the practice arena for all of the skills necessary to cultivate citizens who are responsible, respectful, and resourceful members of the community. Students learn to use their voice, to look at issues from multiple points of view, to learn that mistakes are opportunities, to see strengths in themselves and others. They learn how collaboration can change things, that they have influence in a socially useful way, and what it feels like to set goals, plan, and be able to carry out the plan.

Social-emotional learning is complex, and Positive Discipline/Responsive Classroom and Mindfulness are components of that learning. We hold workshops for parents, students, and staff on social media, cyber safety, and suicide and bullying prevention. Our trainer and our counselor meet weekly with teachers to plan and determine lessons and follow up by observing, coaching, and providing feedback for teachers.

For our families, we hold parent workshops that include Positive Discipline, The Early Years, Your Child's Social Life, Adolescent Parent/Daughter Relationship Workshop, Your Child is Going to High School/8th Grade workshop.

A direct result of incorporating SEL into our curriculum includes enhanced instruction and increased focus in the classroom. Building a community of trust allows students to openly share their ideas, consider other viewpoints, and learn from their mistakes. Having a common language encourages students to listen to their peers and helps build perseverance as they work together to explore challenges and solve problems.

Social-emotional learning is our anchor of well-rounded students.

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? \$12790
(School budget divided by enrollment)

4. What is the average financial aid per student? \$5000

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%

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