

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. Michelle Gardiner
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 9150 Highland Road
(If address is P.O. Box, also include street address.)

City Baton Rouge State LA Zip Code+4 (9 digits total) 70810-4096

County East Baton Rouge

Telephone (225) 769-2344 Fax (225) 769-0671

Web site/URL http://www.stjudebr.org E-mail mgardiner@stjudebr.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. Melanie Palmisano E-mail mpalmisano@csobr.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Baton Rouge Tel. (225) 336-8735

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. Jeremy McDaniel
(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):
- 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. 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 | 22 | 26 | 48 |
| K | 29 | 30 | 59 |
| 1 | 26 | 30 | 56 |
| 2 | 23 | 25 | 48 |
| 3 | 34 | 23 | 57 |
| 4 | 37 | 26 | 63 |
| 5 | 35 | 22 | 57 |
| 6 | 26 | 30 | 56 |
| 7 | 30 | 25 | 55 |
| 8 | 27 | 26 | 53 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 289 | 263 | 552 |

*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):
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 3 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % White
 - 2 % 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 | 3 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 8 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 11 |
| (4) Total number of students in the school as of October 1, 2018 | 564 |
| (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: 2 %

Total number students who qualify: 11

8. Students receiving special education services: 9 %

47 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

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

9. Number of years the principal has been in her/his position at this school: 3

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 | 2 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 22 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 10 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 10 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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% | 97% | 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.

St. Jude the Apostle School provides a Catholic family environment, dedicated to the formation of each student's relationship with Christ through faith, academics, and excellence.

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 Jude the Apostle School is a fully accredited school located in a suburban residential area of Baton Rouge, Louisiana. Our school offers each student an opportunity to create a lifelong commitment to learning and growth in their Catholic faith through teaching and modeling. The pastor, administration, teachers, and support staff are united in one commitment to provide a diverse educational environment that promotes each student to attain their fullest potential by recognizing and respecting their individual needs and differences. In guiding them in their understanding of their relationship with Christ, we encourage students to develop their unique talents and abilities they each possess.

St. Jude the Apostle School was established in 1983 as a satellite site to a neighboring Catholic school. We opened our doors with four classes in grades K-2 and a school secretary. In 1985, the school operated independently, hired a school principal, and continued to add grades and sections each year. Since the early years, St. Jude has expanded to a multi-faceted complex with 55 faculty and staff members, and 560 students. In 2014, St. Jude's administration and School Advisory Council completed a five-year strategic plan with a vision of continued academic excellence and maintaining financial stability. Through sound financial planning and business practices the school currently has a generous endowment fund. Interest from this fund contributes to the yearly budget, allowing tuition costs to remain one of the lowest in the Diocese of Baton Rouge. A successful Annual Appeal and Annual Action provide funds for classroom resources and school facility improvements. In 2018, St. Jude's faculty, staff, students, alumni, parents, and grandparents celebrated the 35th anniversary of our school's success.

St. Jude's mission is centered around the administration, faculty and staff's core values of providing a small, family oriented school deeply rooted in our Catholic faith; fostering respect, cooperation and an uplifting spirit in our school environment; and preparing a solid foundation for our students to successfully meet the high expectations set before them in an ever-changing world. These core values guide all decisions in the areas of curriculum, programs, culture and policies that support the school's mission.

Striving for academic excellence, St. Jude School promotes and provides for the overall growth and development of all students by addressing their specific needs and abilities. St. Jude offers honors math and literature to middle school students and tiered level reading and math classes in the elementary grades. This practice provides students with personalized instruction as it lowers pupil/teacher ratios. Advanced students are challenged through programs such as Quiz Bowl, Math Tournaments, Geography Bee, and Robotics Club competitions.

St. Jude School is known for its Catholic family environment, which fosters social justice in an atmosphere of faith, love, and concern for others. Our students are always willing to go out of their way to give and support others. This is especially evident through the middle school's service organizations: Kindness Club, Community Cougars, and Junior Beta Club. With meetings scheduled during the school day, all 5th -8th students grade are members in one of these clubs and actively serve the school community by leading the recycling program, reading and mentoring younger students, providing mass buddies for Pre-K and Kindergarten, serving as morning carpool greeters, and assisting with school clean up days. These service organizations also serve the outside communities by serving meals at St. Vincent de Paul, raising money for adaptive bicycles for handicapped children, and completing hands-on projects with local public elementary students.

Parent support and participation is an integral part of the school community. They bring their expertise and many volunteer hours in a variety of ways. Parents assist in over 20 on-going activities through the Home and School Association. Parents also act as religious small group leaders, grade level STEM volunteers, Science and Social Studies fair judges, field trip chaperones, and substitute teachers. Parents are encouraged to be visible and active on campus. The faculty and staff of St. Jude School recognize that all stakeholders of the school community play an integral role in building a positive and innovative school climate. The collaborative effort among school, home, church and community helps build trust and leads toward improved student achievement.

The entire school body gathers together each morning to pray, say the Pledge of Allegiance, and recite the school's mission statement "St. Jude the Apostle School provides a Catholic family environment dedicated to the formation of each student's relationship with Christ through Faith, Academics and Excellence." Our belief in this mission motivates students of St. Jude the Apostle School to serve others with a smile and shine like a beacon of light for all to see.

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

St. Jude the Apostle School provides an effective and challenging curriculum of rigor and relevance utilizing the Depth of Knowledge levels in accordance with the Diocese of Baton Rouge (DBR) Learning Standards and with the influences of Core Knowledge curriculum. With delineated standards between content subject areas and grade levels, teachers utilize the Rubicon Atlas Curriculum Mapping program to ensure continuity of content matter throughout all grades.

At St. Jude, the classrooms are intentionally designed to address the various facets of learning and diverse capabilities of each student, such as intellectual needs and social dispositions. Classroom instruction challenges students to think beyond the content matter and make real-life connections. Students take their learning a step further by answering “Why?” when asked to explain the process or reason for their answer or method. Making inferences and supporting them with details is a daily activity, whether through class discussion, individual questioning, or written assignments.

Collaboration among the teachers with regard to lesson and assessment planning as well as instructional methods and even teaching styles attributes to our students’ success. From tiered level reading and math classes’ status reports to professional development workshops to grade level meetings, our teachers are constantly communicating with each other to best serve the academic needs of our students and to continually offer best practices in the classroom. Tiered reading and math classes allow students to be placed in an appropriate classroom directed to their level of work in those subjects. This tiered instruction also allows teachers to plan together to enhance the learning of their respective students using similar units, same texts, but different forms of assessment, pace and expectations. Weekly lesson plans are designed with a variety of activities. In addition to tests and quizzes, the plans include both group and individual presentations by the students, use of outside multiple resources, and field trips. Our textbooks and teachers follow a scope and sequence that foster conceptual learning on a continuum for optimal growth.

1b. Reading/English language arts

For reading, English, and language arts instruction, St. Jude follows the academic learning standards developed by the Diocese of Baton Rouge. Grades 1-4 have tiered level reading classes that allow teachers to address different learning styles and accommodations through a variety of strategies such as reciprocal learning, cooperative learning, and differentiated learning groups. Through whole group instruction and small literacy center groups, instruction can be focused on phonemics, phonemic awareness, fluency, word decoding strategies, structural and textural analysis, and reading comprehension by utilizing Thinking Maps, hands-on activities and leveled readers. With the Accelerated Reader (AR) program, teachers can use detailed data to closely monitor and analyze each reader’s progress as well as instill a love of reading through incentives such as the AR store in which students use their points as money to buy prizes at the end of each semester. Small group writer’s workshops, journal writing, and various writing projects, such as persuasive letters to the principal, encourage written expression. For grades 2-4, Wednesday Write-On incorporates creative and narrative writing with peer conferencing. Building vocabulary is a priority in grade 4 and culminates with the “Orange Vocabulary Parade” in which students select a literary term, create a costume, and act it out for their classmates and parents. To avoid any summer slide, teachers assign summer reading books to students in grades 4-8 that will be studied upon their return to school in August.

Novels, short stories, poetry and cultural literacy are all taught in middle school. Novels and short story units are read as a class and involve group activities, projects, as well as independent activities. The novel studies and group projects help students develop an understanding of disabilities, bullying, learning tolerance, and respecting others. Visual and performing arts are integrated with literature skills as students write scripts, create props, and design costumes to present original plays to school audiences. An annual production of “Shakespeareance” is performed by 8th grade students at the conclusion of studying four of

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William Shakespeare's plays. Cultural literacy is a central part of the middle school's literature course work. The combination of vocabulary words and cultural literacy terms helps guide students to understand both the literal and figurative meaning of words. This knowledge affords students a deeper understanding of words and allows them to demonstrate ownership of the information through their own creative writing.

English is taught as a separate subject school wide in order to focus extensively on the parts of speech, grammar, and punctuation, as students apply it to writing. Students write in a variety of forms, including narrative, descriptive, persuasive, and expository. IXL English provides review and reinforces daily skills for students and assists the teacher to identify any skills, which may need reinforcement and even challenge.

Students are assessed every nine weeks with STAR reading to determine growth, zone of proximal development and proficiency in literacy skills. Data gained allows teachers to reteach skills or refocus on areas in need in their instructional planning.

1c. Mathematics

For mathematics instruction, St. Jude School follows the academic standards developed by the Diocese of Baton Rouge. In grades 1-4, tiered math classes allow teachers to address students' different learning styles and accommodate them through a variety of strategies such as use of cooperative learning and manipulatives. Number and operations in base ten and fractions, operations and algebraic thinking, measurement and data, and geometry are addressed through instructional strategies such as instructional games, scaffolding, and students writing and solving their own math stories. Teachers work with students on becoming more comfortable with solving word problems by embedding the math skill being taught in the unit. Students learn a method to detect known information and unknown information and identify terms and words that lead to correct operational choices. These strategies allow students to apply them to real life problems through a variety of projects.

Cougar Facts is a unique math fact mastery program in grades 2-4 that involves students working as partners to orally review basic math facts of addition, subtraction, multiplication, and division as determined on a weekly mastery of basic facts as a foundation for advanced math skills. In Grade 4, students take a "preliminary" qualifying test to determine placement on the St. Jude competitive math team, which represents our school at the Diocesan Math tournament. Math team participants prepare after school by learning advanced skills beyond the 4th grade math curriculum. For the past two years, the St. Jude Math Team has placed first in this competition sweeping the majority if not all, of the honors given to students.

In middle school, the mathematics curriculum offers honors as well as on tiered level classes, so each student is challenged at their individual level and enhances standards based curriculum with outside resources. The 8th grade honors class allows students to receive a high school credit in Algebra I. St. Jude has an average of 53% of our students graduating 8th grade with Algebra I math credit, allowing them to enter advanced math classes in high school.

IXL Math is used for 2nd-8th grade students as an online resource during the school year and over the summer. During the school year, IXL math is used to monitor progress of skill development as well as provide reinforcement and/or challenging skills to meet student needs. In grades 6th-8th, students are required to keep an IXL mathematics journal where they explain how to work out four problems in their own words. This practice's philosophy of explaining their work communicates and reinforces their understanding of the concept.

All 1st-8th grade students are assessed every nine weeks through STAR math to determine growth and to identify skills which need reinforcement. Students who need additional support and individual instruction can meet with teachers during class, before school, or during the day. A cooperative relationship is encouraged between students, parents, tutors, and learning specialists to promote each student's success in math.

1d. Science

The science curriculum based on Diocese of Baton Rouge standards follows an across the grade level learning progression with daily lessons built on students' prior knowledge from previous lessons and life experiences. The elementary science curriculum is an age appropriate, hands-on program providing in-depth study focused on the world around them. The K-5 curriculum perfectly balances life, physical, earth and space sciences. Higher-order thinking questions direct students to gain a deeper understanding of acquired knowledge and apply this knowledge while promoting critical thinking skills. Powerful vocabulary, informational text, writing on projects, and observation reports align with DBR ELA Standards. Students are exposed to a variety of teaching methods, which include lectures, projects, hands-on demonstrations, STEM and laboratory experiments, and web-based activities. Each grade level participates in a STEM DAY to take students' learning to new levels with hands-on experiences. Guided inquiry methods help the elementary students develop scientific skills and concepts that reach across the science discipline. The middle school science curriculum is based on continuous and increasing levels of analysis with concentration in earth, life and physical sciences. All levels of middle school science include graphing, data analysis, and the scientific method. Differentiated instruction is used daily and includes small group work on readings and formative questioning, partner work on activity based labs and modeling. Problem-based learning involves students in small groups completing STEM based projects. Tiered instructional approaches include leveled questions within IXL programs and optional leveled reading of material for below benchmark students. Technology use in the classroom involves Google classroom and virtual labs. Students are assessed using formative and summative testing methods and participate in the local and state Science Fair.

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

The social studies curriculum in grades K-8 as steered by the Diocese of Baton Rouge standards provides a sequential base across grade levels in the areas of history, geography, civics and economics. The elementary social studies curriculum integrates theme-based lessons focused on the reading of informational text and writing. The daily course work provides students with opportunities to develop chronological thinking skills, an understanding of connections between physical and cultural environments, and their role of a responsible citizen. Students begin to understand economic concepts, develop decision-making skills, explore the role of a global workforce and global interdependence, as they work together to resolve conflict and understand the importance of respecting differences. These concepts are reinforced in various classroom strategies such as partner and group projects, virtual tours of national and world landmarks, STEM activities on landforms, research on famous Americans with oral presentations, and creating and presenting state brochures on selected states. The middle school continues to delve deeper into the four social studies areas. The teaching strategies include lectures with Power Point presentations, group projects, class discussions, current events review, and videos of historical events. The continued cross-curricular reading of informational text and writing is evident in students' plantation brochures and classroom engagement in STEM activities about geography. In 4th-8th grade students participate in the National Geography Bee at the local, state and national level. The 7th grade students participate in Law Day dedicated to role play a court session and witness a naturalization ceremony. The 8th grade students participate in Youth Legislature, which involves running for office and bill presentations, thereby bringing this content to life. Field trips include visits to local plantations, Avery Island, New Orleans landmarks, and "The River Dynamic Experience" at Louisiana Arts and Science Museum.

1f. For secondary schools:

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

The Pre-K instruction follows the academic standards developed by the Diocese of Baton Rouge. St. Jude creates a unique early childhood educational program focused on developing the whole child for success. The program is based on the premise that preschool children learn best when positive and caring relationships are established, when they receive assistance and guidance, and when they are involved in active exploration of their environment through both child initiated and teacher selected activities. In language, students are introduced to letters, sounds, positional words, pre-writing, story sequencing, same/different, compare/contrast, and vocabulary. In math, students are introduced to numbers, shapes,

colors, patterning, counting, number order, writing, graphing, more/less and measurement. In science, students are introduced to plants, animals, human body, five senses, dental health, weather and space. In social studies, students are introduced to school rules, families, community helpers, various holidays/cultural traditions and celebrations. All core curriculum skills are presented to students through whole group and center activities. All Pre-K students participate in French once a week, where they are introduced to numbers, colors and basic environmental words. The Pre-K teachers meet with kindergarten teachers on a regular basis to discuss curriculum and pacing necessary for success at the next level. Teachers collect data from small group instruction, observations and ESGI assessment data. On average, 96% of all Pre-K students have the skills necessary to be successful in kindergarten. Students who attend the St. Jude Pre-K program are familiar with the school environment, faculty, and expectations. They establish friendships, are familiar with the rituals and routines of a classroom setting, and develop a strong academic, physical, emotional and spiritual foundation. All Pre-K students are paired with a 7th grade Mass buddy that models proper Mass behaviors, and a 6th grade reading buddy to showcase and foster a love of reading.

2. Other Curriculum Areas:

Following the Diocese of Baton Rouge academic standards, enrichment courses include Visual and Performing Arts, Health and Physical Education, French, Technology/Library/Media and Religion to foster physical, mental, emotional, social, and spiritual growth through individual and group activities for grades Pre-K through 8th. Lesson plans and assessments are designed to measure growth in personal improvement and mastery of presented skills. Students are assessed on participation, respect towards others, and class conduct. Pre-K through 8th grade students have the opportunity to participate in all enrichment courses through a rotating schedule. Students in Pre-K, Kindergarten, 1st-4th grades enrichment attend classes for 30 minutes and rotate on a weekly basis. Grades 5th-8th meet 50 minutes rotating through four enrichments for three consecutive weeks.

St Jude's Visual and Performing Arts curriculum includes music and art classes. The music curriculum scaffolds students' music knowledge in playing, performing, and academics. The elementary music program consists of simple songs, echo songs, rhythm patterns, and beats in motion, presented through a variety of classroom games and exercises to explore musical elements. Technology, as well as melodic and rhythmic centers, allow students to experiment and create their own music. Middle School students are immersed in playing instruments such as xylophones, bells, and guitar. In addition, they learn music theory as it applies to the songs they perform. Students also study musical theater, music history, music industry, and music technology. In the visual arts students are exposed to a wide range of visual learning experiences and projects, which incorporate elements of art and principles of design. This includes drawing skills, aesthetics of painting through a variety of media (watercolor, tempera, acrylics), papier-mâché and natural woods. Additionally, students learn about artists and art history.

St. Jude's Health and Physical Education program focuses on activities that help students develop fundamental motor and manipulation skills in a cooperative environment and improve fundamental skills, critical thinking, and problem solving through simple team based games. Older students focus on application of fundamental skills to improve accuracy, power and endurance through games and sport understanding. Lifetime sports are incorporated in curriculum, as well as living a healthy lifestyle through health and nutrition concepts.

The French program fosters language learning, cultural diversity, cultural awareness and high school readiness. PK-4th grade instruction focuses on listening and speaking. Then 5th and 6th grade students begin reading and writing, as 7th and 8th grade instruction includes reading, writing, listening, and speaking. Instructional strategies include games, songs, art, and technology. Student's knowledge is assessed through teacher observation, written assessments, and class participation. Two events presented by students to showcase their cultural knowledge and acquisition of the French language includes the International Taste Fair and the French fashion show.

The technology program encourages students' responsible yet creative use of technology to develop skills that encourage personal productivity, critical thinking, and collaboration in the classroom. All students attend computer classes in which the computer and classroom teachers collaborate to provide students with

skills from fundamental keyboarding and coding to online learning/testing to yearbook design. Google classroom, Quizlet, Kahoot, ACT Aspire, and Microsoft Office are among the numerous programs utilized in the computer curriculum. An online scheduling program gives teachers and students access to iPads, Chromebooks, and computers.

St Jude's Library is available to all students to encourage a love for reading through story time, library skills using online catalog, location of books and understanding sections of a library, and developing research skills using a variety of resources. Students are exposed to a multitude of genres to expand their reading experiences.

The mission of St. Jude is to help form our students in their faith; therefore, religion classes are a part of all students' daily schedule. The coursework aligns with the Diocese of Baton Rouge religion standards and focuses on knowledge of the faith, liturgical education, moral formation, prayer, and the importance of service to others. Living the Gospel values are encouraged across the curriculum as teachers work to include life skills and shared faith experiences throughout instruction.

3. Academic Supports:

3a. Students performing below grade level

St Jude School offers elementary students three tiered level reading classes and math classes. This practice addresses the differentiated instructional needs of students. After reviewing the data from STAR assessments and ACT Aspire, students performing below benchmark are placed in an academically appropriate tiered level reading and/or math class. These smaller classes lower the student to teacher ratio and provide instruction tailored to the pace and needs of the students enrolled. Students are assessed quarterly through STAR to determine growth progress and zone of proximal development allowing teachers the opportunity to refocus instruction. This tiered level reading provides strategies such as whole group instruction, literacy centers, use of graphic organizers, and Accelerated Reading tests to monitor independent reading levels. Tiered math instructional strategies also include whole group instruction, manipulatives and IXL math. All students are given formative and summative assessments throughout the semester to check for mastery of subject area skills. Assessment data, STAR reading, STAR math and ACT Aspire Interim are analyzed periodically to determine students who might need tiered learning and support. Instructional approaches also include leveled questions with the IXL Math, English, social studies and science program and optional reading material for students performing below benchmark. One-on-one instruction is provided as needed to help students performing below grade level. Additionally, accommodations provided include on-site speech, language, and occupational therapy; oral testing; note buddies; preferential seating; and extended time for students with learning differences.

3b. Students performing above grade level

Tiered level reading classes and math classes address the differentiated instructional need of students. Students performing above benchmark, based on testing data and teacher observation, are placed in the highest reading and/or math class. Instruction is tailored to move at a quicker pace determined by the skill set of students enrolled. Instructional strategies include analyzing and interpreting different genres of literature; using advance content based thinking to assist understanding of text analysis; reflecting on readings; pair-sharing with partners, higher level critical thinking and high order reasoning questions; and student created projects. Middle school literature and math placements are based on teacher recommendation and data that supports students above grade-level performance from the previous year. Honors Literature instruction develops analytical abilities, reading comprehension, and higher level thinking and writing skills. Students are exposed to novel studies and group projects focused on social emotional topics such as understanding of disabilities, impact of bullying, tolerance and respect for others. They enjoy a variety of genres such as poetry, Shakespeare, essays, short stories and biographies, as well as student-composed plays. In 8th grade math Honors students perform one grade level higher, which is equivalent to high school Algebra 1. Upon completion, students will receive a high school math credit. Middle school students are given an opportunity to compete in several math tournaments, Math Counts competition, Robotics tournaments, and Quiz Bowl.

3c. Special education

St. Jude offers accommodations to any student who has been identified through psycho-educational evaluation and/or a referral from an outside agency or service. The services include on-site speech, language, and occupational therapy provided by outside agencies. Additionally, special accommodations such as oral testing, note buddies, preferential seating, and extended time are offered to identified students. An on-site reading specialist is available for students with a diagnosed reading disability in grades K-6th. The faculty and administration collaborates with the outside professionals to ensure consistency with regards to reinforcement of skills being addressed.

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:

Driven by our mission, St. Jude embraces our uniqueness of being a smaller school in size that creates a family-like atmosphere where students and families are known by name. Faculty members and fellow classmates assisting with carpool greet each student as they step onto campus. As the entire student body gathers each morning for prayer, students experience a sense of unity as they begin each day. The school day concludes with prayer followed by students being personally loaded onto buses or into their cars for their return home. Warm welcomes and sincere send-offs create a positive atmosphere which we believe to be a crucial factor to our success.

Throughout the year a variety of co-curricular and extra-curricular activities provide opportunities outside the classroom for students to identify and develop their gifts and talents. This allows them to demonstrate their creative, social/emotional, and spiritual capabilities. These activities include but are not limited to Math Club, Beta Club, Community Cougars, Quiz Bowl, band, choir, pep rallies, sports banquet, religious retreats, Shakespeareance, Youth Legislature, Geography Bee, History Bee, math competitions, and the Robotics Club. In addition, all students have the opportunity to participate in athletic programs such as cross country, football, track, basketball, cheerleading, swimming, soccer, volleyball, and numerous intramural sports. Celebrated twice a year, students look forward to “Cougar Spirit Week.” During this week students and faculty are involved in fun, themed dress days and grade level competitions that culminate with a school wide pep rally where students wear their “Cougar Pride” shirts which always heightens our school unity.

St. Jude employs guidance services, wellness programs, behavior management programs and ancillary services to provide the necessary support for students to be successful. Programs offered align with our mission to enrich the academics and support the personal development of students. St. Jude offers a full-time guidance counselor who collaborates with administration and teachers on students’ academic, behavioral and emotional needs. The administration and school counselor have an open-door policy welcoming students to come and express concerns as well as to share accolades or to be commended. All teachers employ clearly defined classroom expectations and coherent grade level consequences. Behavior management plans are employed throughout all grade levels to help students behave in ways that promote their ongoing social development. Students are acknowledged for their academic and behavioral excellence each nine weeks with an Academic Achievement Awards Assembly.

2. Engaging Families and Community:

St. Jude’s community support and dedication to the ministry of education is present and highly visible throughout the campus. The selfless giving of time, talent, and treasure given by all of our stakeholders allows us to provide various school wide endeavors that enrich academic programs and support the development of student and family life. Volunteers are seen daily on campus assisting as parent volunteers in the lunchroom, library, religious programs (Come Lord, Jesus!) and sacramental preparation. Parents support teachers with programs such as Youth Legislation, school garden, Quiz Bowl, Math Counts, Robotics Club, Social Studies Fair, Science Fair, Book Fair, and classroom activities and celebrations. Parents assist in the classroom as guest speakers, assistants in class labs, facilitators of STEM days, and chaperones on field trips.

Parents, alumni, and parishioners serve as participants and leaders on St. Jude’s Home and School Association. This creative and active organization provides fun and exciting activities for students, faculty, and staff. The presence of this amazing group is visible in hosting faculty and staff luncheons throughout the school year; recognizing teachers’ effort with small tokens of appreciation; assisting as substitutes; organizing events such as the annual Santaland Store where students shop for family members at Christmas, and the most popular event, the Fun Run. This school fundraiser encourages community participation through individual and homeroom competition and a day full of fun physical fitness activities for students. The money raised by the Home and School Association goes toward facility improvements and student resources.

The St. Jude Men's Club is comprised of active dads and parishioners who assist the school with facilities maintenance, carpool, special events, and other activities when support is needed.

The Athletic Association consists of parents and parishioners who offer support to the Athletic Director in making decisions and maintaining our school's athletic programs.

Communications with parents and parishioners is a key to the success of St. Jude. Through the FACTS online parent portal, school website, Twitter, Instagram, The Cougar (biweekly school newsletter), and church parish bulletin, parents, students and community have access to important school news and information to continue facilitating a cohesive family.

3. Creating Professional Culture:

The belief in lifelong learning is important to ensuring classroom and school-wide innovations. Equally important is creating a school atmosphere that values and supports professional improvement. The administration encourages teachers to continue the development of professional skills as it promotes and provides funds for national, state and local professional development opportunities to encourage fresh ideas and to keep teachers inspired and motivated.

St. Jude teachers collaborate in professional learning communities to monitor individual and class wide student learning through methods such as assessments and observations. Faculty meetings and professional development meetings are held monthly. In addition to those meetings, level meetings are also held throughout the school year. Level meetings consist of faculty representing Early Childhood, Elementary, Middle School and Enrichment. At level meetings, groups of teachers meet together to discuss the goals and benchmarks for improvement based on their classroom data. Frequent impromptu meetings and collaboration between coworkers, especially at grade level; occur on a regular basis to ensure cohesive teaching and learning. On-site professional development has included implementation of curriculum mapping and new science curriculum standards.

St. Jude takes advantage of the professional development opportunities provided by the Diocese of Baton Rouge. The annual Catholic Educators' Gathering offers all teachers and administrators an inspirational program to begin the new school year. Teachers share their best practices and instructional inquiries with grade level colleagues from other diocesan schools each year. The St. Jude faculty attends diocesan sponsored Summer Teacher Institute to hear national speakers present information on topics such as Rigor and Relevance, Depth of Knowledge, Differentiated Instruction for math, reading and writing. Participation in state and national conventions such as the Early Childhood Conference and IXL workshop not only give teachers new ideas to bring to our school, but also assists them in achieving their goals set forth in their annual professional growth plan required by the Diocese.

The Diocese of Baton Rouge requires all teachers to create an annual professional growth plan that focuses on school wide, as well as self-identified goals. Teachers in Pre-K and kindergarten choose to attend a two day Early Childhood Conference to support their self-identified goals and middle school math teachers attend a workshop on IXL math and its effective implementation. Additionally, our diocese requires all teachers to attend religious certification classes offered in fall and spring of each year to work toward basic and intermediate certification and to enrich teachers' Catholic faith.

4. School Leadership:

St. Jude School has an energetic and collaborative administrative team dedicated to the school's core values, vision and mission. The administrative team consists of the principal and assistant principal, who work closely with the school's Mission Advancement Director, Guidance Counselor, Coordinator of Religious Education, and Athletic Director. The administrative team meets on a weekly basis to discuss a variety of topics related to the daily multifaceted operations of the school.

The administration follows the pastor/principal model; therefore, the principal reports directly to the pastor

and the Superintendent of the Catholic Diocese of Baton Rouge, and work closely with the School Advisory Council to make decisions. Additionally, The Student Advisory Council meets throughout the school year with school leadership to provide insight into students' perspective on school, and present ideas and concerns. Stakeholder input provides the administration with valuable insights that assist in moving the school forward in our mission.

The principal and assistant principal recognize the importance of cultivating a caring and uplifting school culture focused on the Catholic faith where faculty and staff feel valued. Therefore, providing relevant support to teachers is the primary focus of the school's leadership. By staying connected and developing relationships with members of the faculty and staff, the administration is able to seek out different points of view when arriving at a decision that will affect organization. These relationships allow for healthy discussions even if there is not a consensus about the direction of a decision.

The administration recognizes the individual gifts and talents teachers bring to the school; therefore, the input from faculty and staff when making curriculum and instructional decisions is crucial for effective implementation. This collaborative effort over the past two years has brought many new initiatives to the school such as STEM days, the IXL program, new social studies and science curriculum, the purchase of mobile devices and upgrade in the infrastructure, and a dyslexia lab.

The principal and assistant principal conduct regular classroom observations and provide teachers feedback to support continued growth of instructional and classroom management skills. The administration promotes professional growth of teachers through regularly structured time to work collaboratively with colleagues, providing resources, time and funding to attend off-campus workshops and conferences, providing yearly on-campus professional development, and retreats. The principal and assistant principal continue to develop a growth mindset by attending numerous professional developments such as Summer Leadership Summit, Resilient Leadership Coaching, and Robyn Jackson's Builder's Lab.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

St. Jude School values our role in educating the whole child, academically, emotionally and spiritually. One practice most instrumental in the school's success is tiered level reading and math classes in 1st through 8th grade. The leveled classes provide students performing below benchmark reinforcement of foundational skills and provide challenging academics for students performing above benchmark. Additionally, the leveled classes and tiered learning allows students to develop a trusting and bonding relationship with teachers due to the more individualized attention, differentiated learning, and small class sizes. This practice creates a safe environment for students who may have a fear of failure to allow mistakes to happen without negative criticism as well as give them opportunities to shine.

The tiered level class system helps teachers gear learning to fit the students' individual educational needs and structure lessons that cater to the students' strengths and learning differences within the reading and math curricula. Students are regularly re-assessed through ongoing formative assessments, anecdotal notes, and teacher observation data to make sound decisions regarding a student's movement among the leveled classes. As students' skills develop, they have the opportunity to move to a class that best suits their needs.

When students feel secure in a classroom and are comfortably placed with peers, numerous benefits are found in the students' interpersonal relationships both in and out of the classroom. They have demonstrated working toward more positive decision making with classroom engagement, active listening, and incremental goals for learning and academic achievement. Observed in the elementary years, but most evident in middle school, students' attitudes toward learning and healthy relationships with both classmates and teachers bolster their confidence, aid with conflict resolution, and encourage participation in learning.

Increased self-awareness of their potential allows students in higher leveled classes to feed off of one another's excellence and encourage a friendly competitive spirit. This positive mentality creates a means for challenging one another and rising to greater expectations. St. Jude teachers can build on such motivation and enthusiasm for learning and achievement.

Lastly, tiered level classes allow teachers to collaborate about students' work, attitude and achievement. This teacher communication is paramount for successful implementation of tiered learning. It offers assurances that a rigorous curriculum is still followed, as well as a forum to share ideas on best instructional practices to ensure students' academic and personal growth.

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? \$6817
(School budget divided by enrollment)
4. What is the average financial aid per student? \$2585
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? 4%