

U.S. Department of Education
2021 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 Mr. Patrick Lambert
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Judge Memorial Catholic High School
(As it should appear in the official records)

School Mailing Address 650 South 1100 East
(If address is P.O. Box, also include street address.)

City Salt Lake City State UT Zip Code+4 (9 digits total) 84102-3902

County Salt Lake

Telephone (801) 517-2166 Fax _____

Web site/URL https://www.judgememorial.com/ E-mail plambert@judgememorial.com

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* Mr. Mark Longe E-mail mark.longe@dioslc.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Salt Lake City Tel. (801) 328-8641

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. Michael O'Brien
(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, leave .blank*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) 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. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	64	64	128
10	49	53	102
11	67	71	138
12 or higher	76	66	142
Total Students	256	254	510

*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
 - 7 % Asian
 - 8 % Black or African American
 - 20 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 0 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 5%

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, 2019 until the end of the 2019-2020 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2019	525
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Archoli, Arabic, Chinese, Dinka, French, German, Hungarian, Korean, Portuguese, Russian, Spanish, Tagalog, Turkmen, Vietnamese

English Language Learners (ELL) in the school: 13 %
65 Total number ELL

7. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 61

8. Students receiving special education services: 16 %
84 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>11</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>26</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>4</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: 5
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	40
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 11:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	93%	94%	93%	94%	94%
High school graduation rate	100%	100%	99%	99%	99%

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 2020.

Post-Secondary Status	
Graduating class size	143
Enrolled in a 4-year college or university	89%
Enrolled in a community college	11%
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. 1997

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

The mission of Judge Memorial Catholic High School is to create an educational community based on faith that fosters the development of each student's gifts.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Judge Memorial Catholic High School has adopted a hybrid schedule for the 2020-2021 school year. We split the student body into two groups. Half of the students receive in-person instruction while the other half streams the classes online. The in-person groups rotate throughout the week. We have been able to keep students engaged when at home while providing the needed in-person support while the students are at the school. This balance has allowed for the students to remain socially engaged while keeping the overall numbers of students in the building down to promote safe practices. We have mixed the groups each quarter to continue to foster the growth in the student relationships. We have adapted throughout the year with best practices but have maintained the hybrid schedule from day one.

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

PART III - SUMMARY

Judge Memorial Catholic High School was founded by immigrants to this country. We continue along the same path to unlock the doors of possibility for our students. Education is the most effective way to break the cycle of poverty. Our philosophy at the school is to empower our students to become builders of a more just society. It is important to learn the material at the school, but it is of greater importance to do something with those lessons. At the end of each day, we remind our students to lift their horizons and become builders of a more just society.

We fully embrace the charism of Cura Personalis, care for the whole person. This has helped us to counter the challenge of labels. Instead of students defining themselves simply by academic or athletic achievement, we challenge them to grow academically, socially, physically, and spiritually. When promoting the school, we intentionally highlight these different areas equally. Through our social media presence, traditional advertising, and admissions process we focus near equal amounts of time on the four different areas of growth.

By breaking down traditional labels, students can take risks and explore new opportunities. We believe it is important to counter a student's desire for perfection. Instead, it is important to focus on growth. We regularly highlight students that have experienced growth through setbacks. This happens regularly through our school retreat program and within our theology curriculum. It is important to consistently highlight that setbacks often lead to success and create true opportunities to grow.

We believe that if students have positive relationships with the adults in the building, they will likely feel safe and supported. Multiple times through the year we have the entire student body complete a survey where they identify the adults in the building which they have a positive relationship with. We take that information and focus on the students that have fewer than the critical number of positive relationships. The critical number is typically three positive relationships. These students are likely in need of additional support. We are able to pair students up with those teachers that they positively identified. The goal is for the faculty and staff to check in on the student on a bi-weekly basis. This proactive approach has helped to identify students in need and evaluate the effectiveness of our overall programming.

This year has been all about adaptations. We developed a plan balancing out the physical safety of our students with the social and emotional needs of our students. We created a hybrid model which allows for us to host in-person classes while allowing for the proper amount of physical distancing. We split our student body into two teams. One of our teams attends classes in-person Monday and Tuesday while the other team attends in-person on Thursday and Friday. When the students are not in-person they attend the classes virtually. Each class is livestreamed so the students at home can interact. On Wednesdays, we present our schoolwide presentations and host office hours. These schoolwide presentations have included cultural awareness training, suicide prevention, mindfulness training, mental health awareness, along with many others.

The hybrid model has allowed for our students to remain socially engaged in an environment that limits the potential for the spread of COVID-19. We have adopted block scheduling to limit the passing periods between classes. We have embraced the practice of outdoor classrooms. Before the school year began, we provided professional development towards utilizing the outdoor classroom space. We created dozens of reservable spaces. We increased the outdoor WIFI access so teachers can continue to interact with the students learning online. Each student was given an outdoor chair and umbrella at the start of the year for comfort in the outdoor classroom.

Hallways and stairwells were designated for one directional flow to minimize the contact between students. The cafeteria and communal areas were adapted to keep the students separated during free periods. Professional development opportunities were created during the summer to provide the most accurate information about personal protective equipment (PPE). Barriers were put up in classrooms and in the main office to minimize the spread of the virus. As teachers have felt safe and supported, they have been able to provide the most interactive and caring environment for their students.

Since last earning the National Blue Ribbon School award in 1997, Judge Memorial has worked tirelessly to bolster and solidify its reputation as the state's most academically rigorous school. We have worked incredibly hard to promote the accessibility of the education. We pride ourselves on opening the doors of opportunity to our students. It is not a private school that exclusively includes the “haves”. Instead Judge Memorial intentionally embraces a student body with a broad cultural background and covers the full socioeconomic spectrum. Over 66% of our students receive some amount of financial assistance.

We have entered our 100th year as a school. Over the last century our doors have been open to students of all backgrounds and have supported difference makers in the community. We are poised to continue to lead in high performing academic achievement for the next 100 years by empowering our students to be builders of a more just society.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Judge Memorial uses the Utah state curriculum for its core content, scope and sequence. In addition to the state curriculum, each department has added additional standards that will help our students not only master skills, but also prepare for college academics. Each year all departments analyze and revise their curriculum guidelines to ensure student achievement.

When our school moved to remote learning last spring and then a hybrid learning model in the fall, we were able to continue to follow our curriculum's overall scope and sequence. Teachers prioritized the most important standards to continue the progression of student learning.

The adaptations that occurred due to the changes in student attendance were in the delivery of instruction, the modification of some assessments and differentiated instruction for struggling students. To deliver instruction, each teacher uses an iPad to log onto Zoom for students at home while others attend in-person. All teachers use Canvas (LMS) to list objectives, assignments, and access to recorded lessons. This helped in consistency and ability to receive objectives and lessons for each week.

Teachers and school counselors work with students who are experiencing challenges. Individualized attention includes one on one meetings, parent collaboration and special accommodations, when needed. The student services team meets each week to discuss at-risk students. Action plans are implemented to help those students improve.

Teachers give formative and summative assessments in their classes. They have utilized innovative ways to administer the tests which include project-based testing, signed integrity agreements with parent proctoring, testing where students on Zoom and are clearly visible throughout test and online testing. Teachers also vary each test to promote academic integrity. Below are individual departments' approaches to the curriculum, instruction, and assessments.

The English department focuses on inquiry-based learning emphasizing reading, writing, citation, and public speaking. These skills are critical in both the traditional and digital learning environments. These skills, as well as our AP classes and implementation of concurrent classes, build students' confidence in preparation for their college education. The AP classes and implementation of concurrent classes also contributes to students' college readiness. The English department also focuses on helping our English Language Learners addressing individual needs and language acquisition. Numerous enrichment activities are offered to provide learning opportunities in school media, literary magazines, English Quest, and participation in the Poetry Out Loud contest. Several state and national awards have been given to our students in these activities. The teachers' formative assessments include oral and written projects, quizzes, and peer review with rubrics. Summative assessments include multiple choice, analysis of writing, video projects, and written projects.

The Mathematics department provides opportunities for all students to master math concepts and skills at all levels. They offer 15 classes from Algebra I to AP Calculus BC. The department utilized a loosely structured flipped classroom approach. This was helpful when the school moved to remote learning last spring. The math department's attention to student achievement is evidenced in the continued progression of our students. Currently 89% of our seniors have taken four or more years of math with 60% taking Calculus. Their commitment and adaptation to various modes of instruction and assessment has shown continued student progression and achievement. The Math department uses warm-ups, quizzes, and tests for formative assessments. The semester concludes with summative assessments that are written with required computation. These tests are given on-site and online.

The Social Studies department offers Human Geography, World History, US History, American Government and Economics, European History, US Government and Politics, American Comparative Government and Psychology. Amongst these, there are 6 options for AP classes. The department strives for equity and inclusion in instruction and assessment. Their adaptations for instruction have included break-out sessions, online discussions, debates, and videos for students in-person and online. The discussion and

delivery of objective information of current issues has been a core component of this school year. Student opinions are valued and the work toward keeping community in this department is ongoing. The social studies teachers focused on students mastering skills of critical thinking, research-based literacy, and civil engagement. Formative assessments include projects, summary, peer reviews with rubrics for each. Summative assessments include essays, tests, oral and written projects. Teachers analyze assessments to address needed areas of improvement.

The Science department's curriculum is modeled after The Next Generation Standards. This emphasizes teaching skills over specific content. Our science teachers, who were all former science practitioners, utilize their hands-on experience to successfully deliver instruction. This along with their experience in research all work to engage students in hands-on curriculum and experiences. They have designed the curriculum so that students take Chemistry before Biology to better understand specific science structures and the environmental changes. Then, students can take multiple levels of Physics and/or other science electives. AP classes in Biology, Chemistry and Physics are also offered. The department worked to enable online students the ability to perform labs. Innovative labs were designed to allow students to use products at home to do experiments. Students are also able to check out microscopes from the lab. The teachers' formative assessments include quizzes, lab analysis and written projects. Summative assessments are done at the end of the semester in all classes. These cover all curriculum taught in the semester. The summative assessments include written tests, long-term experimental projects, analysis, and application testing.

1a. For secondary schools (middle and/or high school grades):

We developed a four-year college readiness program, which includes:

Freshman – Our introduction of the SCOIR program for freshman will begin in, December 2020. The main message for our freshman and sophomores is to become the best freshman and sophomores you can be. Become involved in co-curricular programs and activities. Be good citizens and students of the community.

College Counselors meet with the junior class in groups and in-person meetings to begin the college search. Through an investigation of the needs of each student, career readiness survey, and interest activities students begin the college search. The counselors encourage each of our students to "Become Builders of a More Just Society" and get involved in their communities. Each junior uses SCOIR to investigate career strengths and interests, then match those interests with possible college choices. Juniors begin to meet individually with College Counselors in February of their junior year to create a plan to investigate colleges and create a list of colleges to visit or research over the summer.

Beginning of the senior year college counselors encourage seniors to narrow their list of colleges to between 8-10 schools. An Application and Essay Writing Boot Camp is held the week before school starts to begin the college application process. College Counselors meet with seniors in classes to advise them on application information and they follow up with each student individually guiding them through applications, financial aid, and scholarships. Advice is structured on three levels to help to find colleges that are the right fit, academically, socially, and financially.

In addition to the regular group and individual meetings, College Counselors added "Ask us Anything" Wednesday Zoom meetings to discuss any topics on colleges or the application. Office hours were added on Sunday nights near application deadlines of, November 1 and December. 1. Friday morning announcements includes a college readiness campaign, including tips like, "The road to college begins with reading your emails." The introduction of "Coffee with Parents." and our "Brown Bag Lunch", encourages students and parents in an informal setting to ask questions regarding the college application.

The School Counselors and College Counselors have created stay healthy campaigns on Instagram and through YouTube. They visit classrooms introducing themes such as "How to Study for Finals and Getting Involved in Your School". Each counselor sets up a four-year plan for each student to assure not only graduation, but a college ready individual.

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

2. Other Curriculum Areas:

Judge Memorial supports its students' learning and development in other departments which include Arts, Physical Education and Health, Foreign Language, Technology, and STEM programs. Each of these curricular areas follow the state guidelines for curriculum and added additional standards and guidelines to further enhance our students' academic and personal growth.

These vast courses provide teaching students essential and effective communication skills including reading, listening, speaking, writing, and moving. Students are also given the opportunity to participate in performances, events, and concerts. Through all of these opportunities, students learn strategies for a strong work ethic, empathy for others, and successful group work.

The Arts department promotes student creativity, confidence, critical thinking, and development of the whole person. A variety of classes are offered to further enrich Arts education. The classes offered are Art Foundations, Basic and Advanced Drawing/Design, Advanced Ceramics, Studio Art, AP Art, Digital and Advanced Photography, Dance 1 and 2, Creative Movement, Men's Dance 1 and 2, Junior and Senior Dance Companies, Drama 1-4, Technical Production 1-4, Piano Techniques, Chamber Orchestra, Concert Band, Jazz Band, Concert Choir and Intro to World Music and AP Music Theory. In these classes, the teachers have grappled with ways to perform safely. The essential skill they have incorporated is adaptability. Their curriculum, practices, and performances can switch at any time to an online delivery format.

The Health department worked to deliver a valuable student-centered curriculum in challenging educational times. The following classes are offered to the students through our hybrid model. Health Education which includes Wellness, Mental Health (Personality Development, Stress Reduction, Mindfulness, Community Resources), First Responder/First Aid (CPR, AED application, Abdominal Thrust, etc.), Personal Fitness (Components of Fitness, Skill Related Fitness, Body Composition), Nutrition (Essential Nutrients, Personal Choice, My Plate, Disordered Practices), Substance (Use, Misuse, Abuse), and Disease Prevention. The Physical Education Classes include skilled movement patterns, aerobic and anaerobic activity, sport specific knowledge and skills, yoga/mindfulness, weight training, community resources. The department adapted to giving online students ways to continue the physical movement component with several at-home activities. Some included activities that engaged the whole family.

The World Languages department promotes and develops the acquisition of a second language as a vital part of the education of all students. Classes offered to students include 6 leveled Spanish classes 5 leveled French classes, 4 leveled Latin classes and 3 leveled German classes. These teachers have a philosophy that students gain a respect for the intrinsic value of other cultures and understand the similarities and differences of various cultures. Students gain skills in reading, writing, critical thinking and oral proficiency. All World Language courses offer students rigorous training in both linguistic skills and cultural knowledge so the ability to communicate goes hand-in-hand with an appreciation of the human condition of the native speakers of these languages.

During these months operating with a hybrid system, students have learned to integrate technology such as online e-book platforms, Canvas and Zoom to manage the delivery of information from the teacher to the student and from students to the teacher. Both students and teachers have learned to be flexible and adapt to the new situation. Students are displaying a higher level of independent study in general.

The following courses offered in our Technology department include AP Computer Science, Intermediate Computer Science, and Exploring Computer Science. There has been an emphasis on recruiting minorities and women to enroll in technology elective courses. We have maintained at least 40% women in AP Computer Science for the last 2 years.

The curriculum is focused on collaboration, computational thinking, and problem-solving. Freshmen are exposed to different aspects of computer science (data science, security, coding, and ethics). The adaptations of the hybrid model involved students working in class and on Zoom simultaneously. Students also have

various opportunities to meet with teachers one on one in a Zoom session for help.

We implemented a STEM program, more specifically, Robotics, as a part of FIRST FRC (Robotics competition) students learn how science, engineering, math, and technology work together to create solutions for engineering problems. There has been active recruitment of students of color and women to enroll in the elective courses. Currently the robotics team is 50% female and team leadership mimics that ratio.

Areas taught and coached include writing letters to sponsors, promoting STEM to the community, engineering problem-solving, welding, leadership, lab safety, mentoring, public speaking and recruiting. To adapt to the change in current scheduling, Robotics offered a virtual STEM night, free of charge, via Zoom. Meetings are held on-site and on Zoom. Communication has been key in keeping student engaged. The program continues to evolve and grow each year.

3. Academic Supports:

Learning Resource Center Tier 2 - Small Group Instruction

Class Size: 8-10 students

Duration: 180 minutes of small group instruction a week; 90 minutes of in-person instruction, 90 minutes of small group instruction through a distance learning platform

In addition to the general education classroom where students at all grade levels participate, Judge Memorial Catholic High School provides academic intervention through the Learning Resource Center - Tier 2 for students who are performing below grade level. Tier 2 intervention offers more focused instruction than does the typical classroom instruction (IRIS Center, Vanderbilt University). It does so to: remediate skill deficits, pre-teach and review skills for Tier 1 lessons; provide multiple opportunities to practice; provide immediate corrective feedback; and practice and model executive functioning skills.

Learning Resource Center Tier 3 - Small Group Instruction

Class Size: 3-6 students

Duration: 180 minutes of small group instruction a week; 90 minutes of in person instruction, 90 minutes of small group instruction through a distance learning platform

Judge Memorial Catholic High School provides individualized instruction through the Learning Resource Center - Tier 3 for students who are identified as having a disability that may impact access to the general education curriculum. This includes students with existing classifications and may benefit from individualized instruction (i.e., Specific Learning Disability, Autism Spectrum Disorder, Generalized Anxiety Disorder, and ADHD). Additionally, students who are not making adequate progress with Tier 2 instruction may be included in the Tier 3 intervention classroom. Students are referred through team based referral (i.e., general education teachers, counselors, parents) and data-based decision making (i.e., students are failing three or more classes after 8 weeks of Tier 2 intervention). A small percentage of students who do not make adequate progress with Tier 2 intervention may benefit from Tier 3's more intensive, individualized intervention (IRIS Center, Vanderbilt University). Tier 3 differs from Tier 2 instruction in that it is: focused on individualized goals, which may or may not be on grade level; guided by progress monitoring data; remediate skill deficits; pre-teach and review skills for Tier 1 lessons; provide multiple opportunities to practice; provide immediate corrective feedback; and practice and model executive functioning skills (i.e., organization, time-management).

Judge Memorial offers an English Language Development course which provides instruction in academic English language usage and convention in both formal and informal writing and speaking situations. The course is designed for students who are not native speakers of English and/or desire additional language preparation for school.

Due to COVID, Judge Memorial is currently operating a hybrid learning schedule where students attend school physically in the building two days a week and utilize a distance learning platform for two days a week. One day a week (Wednesday) is a student workday with optional office hours to meet with teachers. Our Student Services Team has identified several students who would benefit from coming to school in-person all four days a week. Typically, students with a documented disability are the first to qualify for more in-person instruction.

We have created a sponsor a student program. Families can donate directly to a fund where we are able to distribute resources to families in our school that are experiencing food insecurity or homelessness. Early in the pandemic we were able to identify families in need of food resources and delivered food on a weekly basis. We were also able to identify families in need of reliable internet and were able to intervene, for families experiencing homelessness, we have been able to provide the needed technological support for the students along with connecting the families with critical community support.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The faculty determined a need to focus on improving student engagement and increased student achievement. This focus resulted from analyzing student academic achievement from the previous year. Because this data included a remote learning period, the implementation of new supports was needed in utilizing our current hybrid learning model.

The first support began with collaborative sharing of best practices for communication to students from teachers. Then, a standard policy was put in place that provided students ease and consistency in accessing classroom objectives, assignments, updates, and grades from the same online platform. This information was also shared with parents so we could partner with them to ensure consistent engagement of our students. This online accessibility allows all students, whether at home or in the classroom, to have a clear understanding of all expectations.

The next support is giving time for each department to meet in Professional Learning Communities (PLC's). They collaborate and share data relating to student engagement and achievement. This opportunity allows teams to share data, best practices, and challenges and then strategize to improve student engagement and achievement.

Our Professional Development is focused on student engagement and achievement. The content takes into consideration the hybrid learning model. Offering faculty innovative tools (iPads, microphones, tripods, Zoom account, Zoom storage, Apple pencils, increased WiFi, livestream capabilities, and document cameras) for new teaching challenges is a high priority of administration in trying to support successful instruction.

Another support is the principal and vice principal frequent visits to the classrooms. These provide useful feedback on student engagement observed in the classroom. Specific attention has been given to observing the students who attend class from home. Recommendations are provided to help teachers improve the engagement of all students. To help create a unified teaching method, teachers are also required to observe at least five other teachers and discuss different teaching methods.

The counseling team offers many academic and emotional supports to our students. We have an excellent student/counselor ratio, 100:1. We have two dedicated college counselors who meet with students and parents to guide them in the college admission and decision process. They also work with teachers to recommend students for degree programs. Their expertise and care in this process is very beneficial and valued.

We consider our students social and emotional growth to be equally important to the development of our students. Many supports are in place. One is feedback from students. The counselors send two different surveys to students. One identifies staff whom they felt they have a positive relationship with and could reach out to if needed. The other requests feedback on their physical, emotional, and social state in the current world and academic challenges. Both surveys are being used to help address current student needs. These include one on one visits with our counselors, counseling visits to the classrooms providing tools and resources for students, working with teachers to provide information and support of students and communication with parents.

Another continued support is beginning each day with a school-wide mindfulness practice. This supports students' emotional health and prepares them to focus on learning. The counseling team leads this effort and has focused mindfulness to help students learn skills to navigate through stress, focus, and current world challenges. The counseling team uses social media to communicate positive support, reminders, and opportunities for our students. They include academic, social, and emotional support.

These supports are in place to help not only engage our students but to also motivate them. We feel it is

more important than ever to stay closely connected to our students. The current world challenges are affecting our students. We continually work to engage and motivate them in any way we can to help them to be resilient and successful academically and emotionally.

2. Engaging Families and Community:

COVID-19 prompted our sponsor a student program. Community members can give directly to the fund which then distribute resources to families in need. This is tied to families that may be experiencing job insecurity, experiences, food insecurity, homelessness, and more. Our financial assistance program for tuition has increased during the pandemic. We will not let financial struggles determine if a child has an opportunity at the school.

Partnership with community and family is integral to Judge Memorial Catholic High School's framework in guiding the education of our students. This year it is Judge Memorial's 100th anniversary and the school has initiated a \$100 for 100 years' campaign encouraging all students, parents, alumni, past parents, friends, businesses, and other community members to take part in this milestone event. Our alumni have been instrumental in helping the school plan the initiative and festivities for this centennial event. In the face of the COVID-19 pandemic, the alumni committee continues to meet regularly via Zoom to discuss plans, rescheduling of events, along with rethinking alumnus, student, parent, and community involvement for this event.

Nearly \$400,000 of additional resources have been needed to provide a safe learning environment for our faculty and students during our COVID-19 response. Many of the funds raised throughout the year have gone directly to the PPE needs and additional technological supports.

Family and community have always been an important element of our mission at Judge Memorial. The school values the volunteer hours parents, and their students give annually to further both community and school programs. Throughout the year, COVID-19 has severely limited our access to community and school events. In response our parents, students, faculty, and staff have turned their focus inwards to collaborate to establish an effective hybrid educational model to provide our students with a safe, rich, social, and rewarding educational experience.

The Judge Parent Association and Parent Ambassador Board continue to hold regular meetings through Zoom. These groups assist Judge Memorial in maintaining and establishing relationships with valuable internal and external stakeholders in our community. Judge Memorial has robust school-student-family-alumni-and community partnerships that include mothers, fathers, stepparents, grandparents, other relatives and caregivers, business leaders and community groups. These partners participate in goal-oriented activities, at all grade levels, linked to student achievement and school success.

Last spring, in response to COVID-19, Judge Memorial with the help of families and the outside community collected and distributed food and gift cards to our current families in need. We provided this support to families throughout the summer months.

Engaging with our alumni, parents and community helps build partnership with these groups, supports student engagement, and sets an example for our students in how to engage in the face of uncertainty, proactively, cooperatively, and productively. Judge Memorial provides a weekly newsletter to all parents, a monthly alumni newsletter, and maintains a responsible presence on major social media outlets. Our website continues to be the face of Judge Memorial as more families and community members look for critical up-to-date information regarding our approach to meeting student needs in academics, athletics, and social engagement the face of COVID-19.

3. Creating Professional Culture:

Judge Memorial recognizes the importance of an environment that is professional and supportive. We have several measures in place to help ensure and maintain this culture in our school. Additionally, we have implemented new supports and policies to assist all staff as we moved to distance and hybrid learning.

When new staff join our community, they attend an orientation given by the Diocese and then another provided by our school. These both deliver information about philosophy, expectations, policy and supports in place at the Diocesan and school level. Also, all new staff are given a Faculty and Staff Guidelines booklet to make clear all school policies and expectations. All staff acknowledge these guidelines at the beginning of the school year.

All new faculty are given mentors for support. Evidenced-based practices are utilized in this program to assist and retain new teachers. Professional Development is offered for all new employees to learn the Student Information System (SIS) and Learning Management System (LMS) systems at our school. Continued Professional Development is offered to all staff focusing on current school needs. These focus areas are a result of the analysis of academics, trends, and concerns.

When we moved to distance learning last spring, additional support was provided for teachers to transition to remote learning. These supports included a Professional Development session, consistent collaboration with teachers on best practices, daily administration support, weekly check-ins with each teacher, continued PLC meetings targeting successes and challenges and community moral boosters. Individualized support was offered to staff whenever needed.

When we implemented a hybrid learning model in the fall, additional Professional Development was offered focusing on using new technology for hybrid learning, outdoor classroom instruction and self-care. Administration worked with faculty to compile technology protocol (Zoom Rules) to ensure professional standards and expectations of our students. Teachers also presented student expectations for their learning in their disclosure statements. All students and parents sign and agree to each teacher's policies and protocol.

Professionalism amongst faculty, staff and students is a high priority at our school. We adapt and improve our standards when needed to meet the needs of our school. We strive to maintain a culture of professionalism that supports all our community.

4. School Leadership:

The philosophy statement for Judge Memorial includes the following line, "In our safe, caring, respectful environment, students are empowered to become builders of a more just society." The goal can be realized if our teachers are able to foster that growth within their classrooms. If a student walks into the classroom and knows that they are loved, then they may allow for themselves to be vulnerable to learning. For a teacher to create this climate, they must feel that same sense of love and respect from the school administration. These professionals must feel the same level of support that they are able to provide to the students.

The phrase *Cura Personalis*, care for the whole person, is used when the school looks for ways to support the students. The school understands that for a student to fully thrive they must be supported in their academic, social, physical, and spiritual growth. The school consistently reflects upon these areas of growth when introducing new initiatives and while evaluated the effectiveness of the past initiatives. Faculty and staff continue to grow in those areas as well.

Throughout the COVID-19 experience, the need to provide additional emotional support to the faculty and staff has increased. Each member of the school is carrying additional burdens throughout this time. We adjusted the daily schedule to reduce the number of preparatory periods each day along with creating a fully distance day on Wednesdays. This has allowed for teachers to continue the incredible task of prepping for a hybrid classroom with half of the students learning online at home and the other half attending in person. Some of the teachers that would consider themselves to be higher risk, are teaching remotely with fulltime substitute teachers providing the in-person support. There has been a tremendous balancing act in providing in-person support while honoring each teacher's needs during a very unsettling time.

As a leadership team, we meet once a week to evaluate the effectiveness of current measures put in place and plan for the upcoming events. The Dean of Students, who typically manages student behaviors, has

adjusted into the role of Point of Contact, with the Salt Lake Health Department. He acts as the liaison for monitoring new cases and contact tracing. He works with the health department each day. This has adjusted much of his typical role to our administrator that monitors campus security and the coordinating of our events.

5. Culturally Responsive Teaching and Learning:

We are at a seminal time in our nation to be proactive in supporting equity, cultural awareness, and social movements that move us toward a more just society. Educational institutions have always been a primary conduit to advancing social movement and change in not only our country, but our world. We take our responsibility of developing capable global citizens seriously. Our basic theme for the school and our students is to be “Builders of a More Just Society.”

We help instill and develop this value in several different ways, both directly and indirectly. An administrator, Dean of Students, is assigned to oversee our diversity initiatives. In the summer we hold a “parent focus group” to define, encourage, and support our annual diversity focus. A faculty/staff diversity group meets bi-monthly to discuss “best practices” in teaching our diverse student body. There is also a professional development aspect with the group. We have professionals from the community address various dynamics such as creating a culturally sensitive environment, ways to reach out to the local community, acquiring resources, and the like. Articles and discussion based on resources from Teaching Tolerance, a project of the Southern Poverty Law Center occur on a regular basis. Faculty/staff wide professional development opportunities also engage all teachers in a culturally responsive approach to teaching a diverse student population. Also, in our hiring practices, we focus on diversity and hiring people who are supportive of our culture and goal to help students become Builders of a More Just Society.

There is also an extensive Christian Service program where students spend significant time (40 hours freshmen/sophomores, 60 hours juniors/seniors) performing meaningful service to the forgotten and underserved. We work with many non-profit organizations. This in conjunction with a robust religion program that highlights social justice issues, allows students to not only learn about issues at an academic level, but to also have first-hand “real world” experiences in the community. Our religion, social studies, English, and science courses have a component of examining and discussing current events and social movements that affect our students, their families, our school, and the greater community. There is a designed intent to approach the social influence as it relates to various fields.

We have numerous other vehicles that we use. Currently, we have a vibrant Allies Club, Black Student Union, SHE Tech program, Women in STEM initiatives, free and reduced lunch program, connections with the University of Utah Black Student Union, Polynesian Cultural Club, and MECHA group.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Adaptability has truly driven the instruction at Judge Memorial throughout this pandemic. On March 12, 2020, we met as a faculty to determine the most effective ways to deliver online instruction. We shared best practices and goals that we had for the final quarter. We did not skip one day of instruction. Instead, we met regularly and shared challenges and successes. At the end of the 2019-2020 school year, we reflected on the student and teaching experience and then began to formulate the plan for reopening in the fall.

Our students needed a more standardized approach for the online portion of the instruction. Consistency mattered. We were able to set the expectations for attendance and determine the level of interaction we were expecting from students online. We adapted through the new physical distances requirements within the building by creating new learning spaces, reorganizing classrooms. We created a standard way of reaching the students at home for their online instruction, while still allowing for our teachers to explore best practices in engagement.

We recognized early on that we needed to take additional measures to meet the needs of our students. While we adapted to the physical setting of the school we also had to adapt to stress and mental needs of our students. The Counseling Teams' top priority is to support positive health, wellness, coping resilience strategies and to address any mental health challenges that may arise with our students. They continue to meet with students daily in-person, zoom meeting or by phone. A wellness survey was conducted to gather additional information from students as to how they are managing in this unprecedented time. At any time, students are encouraged to use the SafeUT app for 24/7 free, crisis support as well as national crisis hotlines. Youth Mental Health First Aid classes for staff, faculty and parents will be offered in the coming months to support all adults in skills to best support our young people and mental health.

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? \$16829
(School budget divided by enrollment)

4. What is the average financial aid per student? \$5900

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 15%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 66%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup² in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments³).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

¹ Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

² Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

³ Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)