U.S. Department of Education
2019 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. Julie Martin

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

Official School Name Old St. Mary's School

(As it should appear in the official records)

School Mailing Address 1474 S. Michigan Avenue

(If address is P.O. Box, also include street address.)

Chicago   IL   60605-4836
City   State   Zip Code+4 (9 digits total)

County Illinois (IL)

Telephone (312) 386-1560   Fax (312) 386-1578

Web site/URL https://www.osmschool.com   E-mail dsmith@osmschool.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*Dr. Jim Rigg   E-mail jrigg@archchicago.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago School District   Tel.   (312) 534-5200

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

_____Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Julie Marcus

(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 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district   0 Elementary schools (includes K-8)
   (per district designation):   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:

   [X] Urban or large central city
   [ ] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	40	53	93
K	15	34	49
1	34	14	48
2	26	18	44
3	30	22	52
4	22	20	42
5	16	31	47
6	20	28	48
7	20	25	45
8	13	14	27
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	236	259	495

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school (if unknown, estimate):   8 % Asian
                                                 7 % Black or African American
                                              19 % Hispanic or Latino
                                              0 % Native Hawaiian or Other Pacific Islander
                                              58 % White
                                              8 % Two or more races
                                              100 % Total

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

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 4%

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 *to* the school after October 1, 2017 until the end of the 2017-2018 school year	0
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2017-2018 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2017	476
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

   English Language Learners (ELL) in the school: 4 %
                                                           21 Total number ELL

7. Students eligible for free/reduced-priced meals: 1 %
        Total number students who qualify: 6

8. Students receiving special education services: 5 %
                                                        24 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.

    1 Autism   2 Multiple Disabilities

    0 Deafness   0 Orthopedic Impairment

    0 Deaf-Blindness   1 Other Health Impaired

    1 Developmental Delay   11 Specific Learning Disability

    0 Emotional Disturbance   5 Speech or Language Impairment

    0 Hearing Impairment   0 Traumatic Brain Injury

    0 Intellectual Disability   3 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 6

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

	Number of Staff
Administrators	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	44
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.	3
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   11:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    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.

Old St. Mary's prepares students to be productive and responsible members of the world community, for lifetime service to God, and fosters a lifelong quest for knowledge.

PART III – SUMMARY

"Lead through Faith, Grow in Knowledge, Serve with Love". These important principles are emblazoned at the entrance of our school. For the Old St. Mary's community, it is more than simply a welcoming motto: it is a daily reminder of our core values, values that serve to guide each of our actions and decisions.

Old St. Mary's has a rich history. The OSM Parish was Chicago's first Catholic congregation and is the oldest parish in the city. The Old St. Mary's Parish community dedicated its current home in the South Loop neighborhood in 2002. At that time the neighborhood was in transition; becoming more popular with young professionals working in downtown Chicago. Young families moving into the area were searching for a quality, faith-based education. To meet this need, Old St. Mary's opened a school in 2004 with just eighteen preschoolers in a factory building adjoining the church and parish offices. Due in part to the steady growth of the South Loop neighborhood and in part to the stellar reputation of the academic programming, the school outgrew its original building and built a larger, energy-efficient school in 2011. A new state-of-the-art Parish Center with gymnasium was added to the campus in 2016. Today, eighty-two percent of our students live in the South Loop, making it a true neighborhood school.

Our students lead through faith, which is reflected in a strong commitment to community. Students of all ages meet regularly for 'Prayer Buddy' activities, fostering in them a sense of leadership and belonging. As a Responsive Classroom school, we teach our students to value community. We put a strong emphasis on the social and emotional growth of our students, ensuring that they feel safe and supported at OSM. To this end, for the last two years we have collaborated with a national anti-bullying expert. Under the guidance of our full-time counselor, our students, teachers, and parents were educated and trained to foster healthy relationships and positive communication.

Our students grow in knowledge every day. Each of our preschool, kindergarten, first, and second grade classrooms are staffed with two certified teachers. This co-teaching model provides students with both personalized instruction and differentiated small group learning. As our students progress through elementary school, their independence is nurtured and strengthened. Our third through fifth grade curricula follow an inquiry-based model, allowing students to guide their own learning. Through our departmentalized middle school program, students receive specialized instruction in English language arts, math, science, social studies, Spanish, and religion. In middle school, students operate in a one-to-one environment, incorporating technology into all core subject areas.

As an urban school, our students grow in knowledge in a variety of unique ways. With Chicago as a backdrop, our students learn through field trips to museums, theaters, parks, and other venues. These opportunities extend learning beyond the classroom to give our students exposure to hands-on and exploratory learning with professionals who are experts in their fields. During a space science field trip, for example, our first graders had the unique opportunity to engage with a NASA scientist!

Old St. Mary's students serve with love. Our middle school students lead a Social Justice and Service Committee, which is integral to our mission of serving others. Our students plan service projects, sponsor food drives, and respond to the needs of the underserved in our community. Our students partnered with the African Library Project, a book drive that stocked a new community library in Ghana and supported several under-resourced schools in Chicago.

Now entering our fifteenth year, four hundred ninety-five students in preschool through eighth grade call Old St. Mary's School home. June 2019 will mark the sixth graduating class from OSM and we take pride in the confident and successful students who go on to attend rigorous and selective public and private high schools. We know when they leave Old St. Mary's School, they are distinctly prepared for the future as they continue to lead through faith, grow in knowledge, and serve with love.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Old St. Mary's School's robust and rigorous curriculum is informed by the Illinois State Board of Education and the Office for Catholic Schools (OCS) of the Archdiocese of Chicago. For kindergarten through eighth grade, OCS Benchmarks, which are rooted in Common Core State Standards, serve as the foundation of our English Language Arts and Mathematics curricula.

Literacy blocks organize daily learning in English Language Arts. Differentiation is maximized through a variety of learning structures including individual, partner, and flexible small-groups. Teachers utilize research-based curricular resources to address the breadth of learning standards. These curricular resources include Making Meaning, Fundations, Words Their Way, Daily 5/CAFÉ, and Lucy Calkins' Units of Study. Our older students make real-world connections with literature through novel study and applied writing activities. For example, our eighth grade students are reading Bronx Masquerade and then telling their own stories by constructing fingerprint poems, culminating in a classroom poetry slam. Through our leveled book library, which includes texts across the wide spectrum of abilities, from emergent to advanced readers, students expand their vocabularies and employ a variety of comprehension strategies, such as visualizing, inferring, and making connections to effectively engage with a balance of fictional and informational texts at their individual levels.

In English Language Arts, students are assessed through formal and informal means. Our universal screener, Star 360, assesses students in kindergarten through eighth grade to ensure that they are meeting grade level benchmarks. Teachers also use subject area tests to evaluate student progress during individual units. An informal assessment that occurs during Lucy Calkins' Writing Workshop is writing conferences. In writing workshop, teachers meet with students to confer with feedback on student application of the concepts taught. Similarly, reading conferences are also used to assess students. Teachers meet one-on-one with students in order to assess fluency and comprehension. Peer assessment is another tool utilized by our faculty. Students meet in pairs to discuss and provide feedback for each other.

1b. Mathematics:

Our mathematics instruction focuses on engaging students in problem-solving activities emphasizing the process of solving a problem, rather than solely on the solution obtained. Writing in math is a priority for us, and students are taught to effectively explain their reasoning through modeling and support. Teachers are able to assess this using math journals and constructed short responses. Journal rubrics give students a set of expectations to follow. Teachers utilize Pearson enVision, a Common Core-aligned program, as the primary tool for developing math lessons and unit assessments. Teachers in younger grades also employ the Daily 3 structure to engage students in interactive skill-building activities. Daily 3 also gives teachers a chance to meet one-on-one and in small-groups with students to assess their progress through conversation and observation. Teachers employ daily formative assessment to confirm students retained the information from the day before. An Algebra 1 option is extended to our eighth grade students to differentiate preparation for high school; students complete an assessment to evaluate their algebra readiness, and the results of this assessment, in combination with teacher recommendation, determine student placement for their 8th grade math class. Our universal screener, Star 360, has a math component as well to determine student achievement in relation to grade level expectations.

1c. Science:

Next Generation Science Standards guide the OSM science curriculum. Our curriculum is designed to prioritize inquiry, investigation, and active student engagement. Instructional units are chosen carefully to provide students the opportunity to delve deeply into each concept, encouraging more robust understanding. Teachers in kindergarten through fifth grade base their science curricula on FOSS science kits. Teachers

also design hands-on science experiences that allow every student to engage materials with familiarity. For example, students in our fifth grade science classes study mixtures. This is an interactive unit where students are asked to combine and take apart mixtures to evaluate what can be done. Student scientists at all grade levels keep interactive scientific notebooks where they record investigations and hypotheses. Teachers use these notebooks to evaluate student learning and initiate conversations about concept mastery. This year we have partnered with the Museum of Science and Industry in their Science Leadership School Partner's Program. Through this program, our teachers work to audit our current instruction and to enhance our science programming school-wide.

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

Similarly, our social studies curriculum is inquiry-based, involving students in research projects that require them to analyze historical events and apply their conclusions to the modern world. Illinois Learning Standards and Archdiocesan standards direct our Social Studies curriculum. Our kindergarten through eighth grade teachers utilize primary sources whenever possible, ensuring that students are able to imagine themselves in that environment, making for more strident connections. Students develop an understanding of their role in their local community and in the larger world. Students are provided multiple opportunities to develop leadership skills and social responsibility. Our middle school students have an annual service hour commitment and are supported in providing service both within and beyond our school community. The rich diversity of our city is a powerful teaching tool for our students, encouraging them to learn and embrace differences among people. This prompted the formation of the Diversity and Inclusion Advocacy Club; a group of student volunteers who raise awareness about the diversity that exists inside and outside of the walls of Old St. Mary's.

1e. For secondary schools:

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

Our preschool program engages three and four-year-olds in play-based learning. The curriculum in our multiage classrooms is informed by the Illinois Early Learning and Development Standards and is organized into monthly themes, which serve to connect students' learning across domains. Learning centers are the primary instruments to engage students with the curriculum. These centers include opportunities for students to choose from a wide variety of activities that promote development in language arts, mathematics, science, social studies, physical development, the arts, and social/emotional health. Teachers also foster students' independence, emotional regulation, sense of motivation, and persistence through problem solving. Students develop the successful learner traits that set the stage for broad academic and personal growth in the primary grades.

2. Other Curriculum Areas:

It is important that Old St. Mary's School offers its students a balanced and well-rounded curriculum. All students engage in music classes once each week. Our music teacher is trained in the Orff Approach, which integrates music, movement, drama, and speech, and students have multiple opportunities throughout the school year to demonstrate their skills at performances for families and the community. Students in third through eighth grades are invited to participate in one of several school choirs; more than half of students in these grade levels opt to meet on additional occasions to engage in music activities and lead school-wide singing events. We offer students in grades fifth through eighth the opportunity to participate in an after-school Drama Club, culminating in musical theater performances open to the public. Students who choose to participate are engaged in all aspects of the musical, from performing to set design and technical production.

All preschool through eighth grade students participate in once-weekly visual arts classes. Our art teacher engages students in the creation of multiple pieces in a wide variety of art forms, including drawing, painting, and three-dimensional formations. Many students choose to apply the strategies they learn in art class to submit pieces to our annual OSM Art Fair, which is a display open to the community. Our art

teacher works with students and parent volunteers to create a special piece for each grade level that compiles contributions from every student in the grade; these much-anticipated pieces are auctioned off at our spring fundraiser.

Our physical education and health curricula are integrated to help students gain a comprehensive understanding of wellness. Students in kindergarten through eighth grade participate in PE/Health classes twice each week, while our preschool students participate once weekly. Units are organized to provide students the opportunity to build specific skills and competencies, as well as engage in group games and activities that foster cooperation, teamwork, and sportsmanship. The curriculum for students in grades fifth through eighth incorporates writing as well. Students are required to compose written explanations of the rules and regulations of games and activities. Students also learn the impact of nutrition and physical activity, and learn to balance these to maintain a healthy lifestyle. Students in second through eighth grades participate in the Presidential Fitness Challenge annually.

All of our students work to develop proficiency in the Spanish language, with students in preschool through eighth grade meeting two times weekly. The curriculum for our younger students focuses on vocabulary acquisition through interactive story-telling, involving students re-telling both oral and written stories. The curriculum for our older students builds to involve more in-depth reading, speaking, and writing activities and to educate students about the culture of Spanish-speaking countries. Specifically, our middle school Spanish curriculum relies on Spanish immersion for our students, tasking them with using their Spanish language skills to communicate with the teacher and one another. Our goal is for our students to develop sufficient skills to test out of Spanish One and enter Spanish Two in high school.

Our school is well resourced with instructional technology, including interactive whiteboards in every classroom, shared carts of iPads and/or Chromebooks, document cameras, and one-to-one Chromebooks for our middle school students. Rather than being taught in isolation, technology is integrated into the curriculum so that student learning is reinforced and enhanced. Our technology coordinator works closely with the classroom teachers to plan lessons that support the classroom learning objectives. Our third through eighth grade students use Google classroom to create and share digital resources and submit assignments. Our kindergarten through eighth grade students engage with a Digital Citizenship curriculum that teaches personal and social responsibility in the online world. Our school is also equipped with a multi-media room that makes numerous technologies available for students to explore and create, including 3D printing, robotics, and coding. Students also work closely with our technology coordinators to produce a weekly student news program, OSM News; students in sixth through eighth grades are invited to contribute to the news in a variety of ways, including writing scripts, camera work, roving reporters, and anchoring. The news is live-streamed on classroom whiteboards every Friday morning and is available online for families to view as well.

3. **Special Populations:**

Old St. Mary's School administration, student support staff, and classroom teachers collaborate to address the needs of diverse learners. Faculty meetings analyze achievement data to identify school-wide trends as well as individual gaps. Based on the identified needs for intervention and enrichment, research-based instructional programs and strategies are selected and implemented, and continuously evaluated for effectiveness.

Old St. Mary's School provides resources to students needing additional academic support or students with identified learning difficulties such as dyslexia and autism. Learning Behavior Specialist teachers in our Student Support Department use the universal screener Star 360 with our kindergarten through eighth graders to help identify any students who are performing below the grade level benchmark. Once students have been identified, support staff work closely with classroom teachers to provide interventions within the classroom, small group settings, and individualized instruction. For example, some of our students qualify for the Wilson Reading Program and work at an individual level using a multi-sensory approach. In the classroom, student support and classroom teachers use the Fundations program to target the needs of various learners for additional support or academic enrichment. Students are progress monitored every few weeks to assess the status of academic growth. If further evaluation indicates a student will benefit from academic

accommodations or modifications, OSM works with the Chicago Public School system to create an IEP or 504 Plan.

Preschool through second grade employ a co-teaching model to keep student to teacher ratios low. The co-teaching model works to provide students an opportunity to work one on one with teachers and allows teachers to actively engage in getting to know their students' learning styles. Teachers are able to incorporate a variety of teaching methods, such as individual instruction, partner sharing, and flexible grouping.

OSM is a strong advocate for early academic and social-emotional screening and intervention. This year, new screeners were adopted for our youngest students. We administer ESI-R assessments to all preschool children to identify potential learning gaps. Teachers also worked alongside parents to assess their child's social-emotional development using the ASQ-SE2 screener. The results of both assessments are used to develop individual intervention and support plans.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Old St. Mary's School's positive and supportive school environment is not by chance. It is an ongoing, consistent community effort made by the teachers, students, and administration. Our positive community culture is evident each morning as students arrive. Without exception, since the first day the doors of the school opened in 2004, every student is greeted by name at the entrance gate by members of the administrative team. This conveys the message that each student is an important and valued member of our school family. Establishing relationships allows students to know they are surrounded by adults who are there to support and encourage their efforts and celebrate their successes.

These positive relationships are carried into the classrooms, where our Responsive Classroom model builds a collaborative classroom community of learners. Each class starts and ends the day with a "share", in which each student participates and where social emotional needs are supported. Our small class sizes enable each teacher to understand individual student's learning styles and social and emotional needs, and respond with differentiated lessons and activities that meet each student "where they are."
Teachers are valued and supported by the administration. Above and beyond the evaluation system, our administrative team spends time in each classroom in order to have valuable and productive conversations in monthly one-on-one meetings. These meetings allow for collegial conversation about classroom successes and challenges, as well as individual teacher development. Teachers also meet weekly in grade level common planning time. This protected time during the school day ensures that our programming is consistent across grade levels, and allows teachers time for informal discussion.

Teachers new to the school start the year in a midsummer in-service. During these meetings teachers are welcomed to the OSM community and have the opportunity to learn about daily routines, administrative expectations, and our school culture. In addition, each new teacher to the building is assigned a mentor teacher. Mentee teachers are paired with a current faculty member from a different grade level team to encourage additional relationships outside the teams with which they work most closely. Mentors and mentees meet monthly to discuss upcoming expectations and school events, as well as to check in on that teacher's adjustment to the new school environment.

We also have a staff "Sunshine Committee" whose main role is to promote positive and personal relationship building among staff. This is achieved through after conference and holiday get-togethers as well as celebration of life events. Healthy relationships among staff promote and maintain a positive environment.

2. **Engaging Families and Community:**

Working closely with families and community members is essential for student success. All families are members of our Family School Association. The FSA promotes and encourages support of the school and its role in the educational development of its students. The FSA also encourages volunteer service of families to the school fundraising programs and activities. FSA members organize community-building events, such as family movie nights, skating events, and a Scholastic Book Fair. New families to OSM are matched with current school families who assist in navigating the logistical, academic, and social aspects of the school. Regular communication to families fosters the home and school partnership and promotes social interaction amongst the families in the school community. Examples include weekly teacher blogs, a monthly Principal's Post, an annual State of the School Report, Parish Bulletin, Parish Newsletters, and reports to outside news agencies if applicable. The Knightly News, our weekly online communication, informs parents and community members of news highlights for the current and upcoming week and includes an encouraging message of faith. The school sends out important announcements to parents about emergency closings or other important information that needs to be shared quickly.

Through a digital grading platform parents have access to students' academic achievements and challenges. Standardized test scores are available on our website. In addition each classroom posts a weekly blog

describing the learning and classroom events for the week.

We partner with area universities such as DePaul University, Loyola University Chicago, and Columbia College to provide their students with opportunities for observation and student teaching. Local businesses provide critical support for our fundraising efforts and other school community activities. We work very hard to build relationships with them and other stakeholders and encourage a team approach to all that we do at Old St. Mary's School.

3. Professional Development:

High quality teaching is the foundation for student success. Our staff is encouraged to grow professionally and to pursue opportunities that are sustaining and valuable to increasing teaching capacity. Every teacher completes an Annual Professional Development Plan. One or two areas on which they would like to focus during the instructional year are chosen. Measurable goals are discussed with and decided upon with administration at monthly meetings throughout the year. Once administration is aware of areas that interest staff for professional growth, the process begins to find targeted professional learning opportunities to help teachers reach their goals.
Each teacher has a set amount of monies each year that can be used to pay for college courses or workshops. The administration keeps faculty informed of interesting and worthwhile conferences that match their professional development goals. For example several of our preschool teachers attended the Teacher's College preschool writing seminar. After the workshop, teachers shared the information learned with their colleagues at a faculty PLC/Data Team Grade Level Meeting. The PLC/Data Team Meetings are also opportunities to share webinars, analyze data, and participate in other activities that help teachers to grow professionally.

The entire staff focuses on one academic area each year as a part of our continuous school improvement plan. The in-house professional development provided throughout the school year relates to this topic. Our current focus is on improving our writing instruction. A part of this improvement centers on refining conferences with students. Conferring with students is where the bulk of differentiated instruction happens. PLC meetings examine best practices in student conferencing, utilizing video examples and peer observation.

4. School Leadership:

The philosophy of the school's leadership centers on the importance of collaboration. This is evident in the instructional schedule with protected time each week for grade-level common planning, grade-band PLCs, and whole-faculty meetings.

It is vital that the staff works together each day to support student learning. Working collaboratively transforms traditional classroom environments into vibrant learning communities. The school leadership team models collaboration in a variety of ways. Weekly administrative team meetings focus on student concerns, plans for staff and PLC meetings, and student achievement data.

The school academic leadership structure of Old St. Mary's consists of a principal and two assistant principals. The principal is the instructional leader for the school. In an effort to provide one to one interaction with staff members, each member of the school leadership team is responsible for a distinct grade band. The principal oversees instructional programming with teachers and students in grades five through eight, one assistant principal works in grades one through four, and one assistant principal works with early childhood classrooms. This leadership network has multiple benefits, including more specialized and direct support for teachers, which results in higher student achievement.

Leadership works collaboratively with teachers to ensure that every classroom uses innovative ways to grow classroom communities full of faith, optimism, energy, and competence. Our team of school leaders holds itself accountable and responsible. The leadership team works hard to make sure that they are visible in classrooms, that they protect faculty meeting time for collaborative, instructional discussions, and that all

policy and resource allocation decisions are driven by the mission of Old St. Mary's School and are focused on student achievement.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Old St. Mary's School is very proud of the academic success of our students. One hundred percent of the third through eighth grade classes who took the ACT Aspire test in the spring of 2018 scored at ready or exceeding levels in the areas of math and reading. Every student in each of our five graduating classes received admittance into a high school of their choice. We attribute these achievements to multiple factors including rigorous curricula, differentiated instruction, and attention to social emotional learning. The most impactful factor on our student achievement is teacher collaboration, which occurs within professional learning communities(PLCs).

Our first through eighth grade teachers meet weekly in PLCs organized by grade-bands. Our preschool and kindergarten teachers meet in grade level teams. PLC time is used primarily to analyze student assessment data. We collect ACT Aspire scores, ACT Aspire interim scores, formal and informal classroom assessments, student surveys, and observation data. In accordance with our school improvement goals, we have also added school-wide writing interims to the sources of data collected. As an example, teachers use a norm-grading technique to calibrate the use of grade level writing rubrics. This is done to ensure that grading practices across a grade level or grade-bands are consistent. We track growth three ways: by individual student, by classroom, and across the grade level. We also use the data to evaluate the effectiveness of our professional development efforts focused on student achievement. Any patterns that arise from this data tracking are then discussed during PLCs.

The grade level band PLC teams also meet with other PLC teams to align curricula both horizontally and vertically. Teachers examine curriculum benchmarks and standards and continually audit their instructional practices to ensure that they are preparing students for the next grade level. This collaboration has been instrumental to the success of our students.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s):   Catholic

   Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?   Yes <u>X</u>   No

3. What is the educational cost per student? $<u>8344</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>3182</u>

5. What percentage of the annual budget is devoted to   <u>3</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>3</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:** Aspire   **Grade:** 3
Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	418
Number of students tested	10
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:**   Aspire   **Grade:**   4

Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	421
Number of students tested	48
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Aspire   **Grade:** 5
Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	424
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	424
Number of students tested	11
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Aspire   **Grade:** 6

Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	431
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math
Edition/Publication Year: 2017

Test: Aspire
Publisher: ACT

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	432
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math   **Test:** Aspire   **Grade:** 8
Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	433
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Aspire   **Grade:** 3
Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	415
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	415
Number of students tested	10
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA
Test: Aspire
Grade: 4
Edition/Publication Year: 2017
Publisher: ACT
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	421
Number of students tested	48
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA **Test:** Aspire **Grade:** 5
Edition/Publication Year: 2017 **Publisher:** ACT **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	422
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	421
Number of students tested	11
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Aspire   **Grade:** 6
Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Aspire   **Grade:** 7

Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA   **Test:** Aspire   **Grade:** 8
Edition/Publication Year: 2017   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	428
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: