

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

[] Public or [X] Non-public

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

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

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

School Mailing Address 1710 W Addison Street
(If address is P.O. Box, also include street address.)

City Chicago State IL Zip Code+4 (9 digits total) 60613-3580

County IL

Telephone (773) 248-2500 Fax (773) 248-2709

Web site/URL https://gosaintandrew.com/ E-mail allenackermann@gosaintandrew.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 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. Lynne Christopher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	54	42	96
K	18	28	46
1	15	23	38
2	14	21	35
3	18	23	41
4	19	20	39
5	19	24	43
6	17	27	44
7	21	20	41
8	12	22	34
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	207	250	457

*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
 - 4 % Asian
 - 1 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81 % White
 - 4 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2018	457
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

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

Total number students who qualify: 0

8. Students receiving special education services: 5 %

21 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</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: 11

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
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.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

If yes, select the year in which your school received the award. 2013

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

Saint Andrew School provides a caring, safe, and supportive environment that instills Catholic values for each student.

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

PART III - SUMMARY

Saint Andrew is a vibrant parochial school located in the Lakeview/Wrigleyville neighborhood of Chicago, Illinois. Its rich history dates back to 1902 when the school first opened its doors. Saint Andrew School will graduate its 118th class in June of 2020. Traditions are an important part of the school culture and are rooted in the school's motto: "Spirit- Study- Service." Traditions are evident in the families who have educated their children at Saint Andrew spanning generations. Saint Andrew Alumni can be found in many professions and in all walks of life, making positive contributions to society. Saint Andrew not only has a rich history, but it has a strong presence in today's educational community.

Saint Andrew School is the proud recipient of the 2013 Blue Ribbon Award for Excellence. Receiving that honor has boosted Saint Andrew's profile in a very competitive academic climate. Enrollment increased from 430 students in 2013 to 457 students in 2019. Saint Andrew is now a first choice for families to educate their children.

Saint Andrew has been described as more than a school but a way of life. It is the expression of self-sacrificing and good-hearted people that make the community of Saint Andrew so special. Its "Spirit- Study- Service" values are woven into every facet of life. Saint Andrew School's mission is to "provide a caring, safe, and supportive environment that instills Catholic values for each student." The school's goal is to focus on the whole child; promoting individual academic success, developing spiritual awareness, building character, and encouraging service for the common good." The teachings and the example of the Lord, Jesus Christ, in the Catholic tradition are the foundation for student growth.

Saint Andrew's dedication to study is exemplified in its small class sizes that foster a positive atmosphere for learning where students scaffold their success and gain confidence from a "just right" challenge. Technology is embedded in the instruction, as all classrooms are equipped with Smartboards, and all students have access to iPads and Chromebooks. Differentiated instruction is tailored to students' strengths and weaknesses. The Accelerated Program enriches the curriculum in reading and math by addressing the unique learning needs of high-ability children. The school maintains a student services unit that supports students in need of extra help or remediation. Student Intervention meetings are held twice a month. During these meetings, Tier 2 interventions are developed to assist the classroom teachers with instruction and support plans for students. The faculty at Saint Andrew monitors student progress with varied formative assessments. The school improvement plan is reviewed and modified yearly to meet and address changing instructional goals. Saint Andrew encourages hands on learning through regular field trips. Students experience government in action with extended trips to Springfield, Illinois and Washington, D.C. Displays of student success can be found throughout the school and in special presentations such as science fair, history fair, art walk and publishing parties. Saint Andrew School's standardized test results consistently score above the national norm. The graduates are accepted into the high schools of their choice. The social emotional component of students' learning is addressed with a full time social worker who has developed a program with a theme titled "Everyone Deserves Kindness." The school's extracurricular programs expose students to a variety of after-school activities, which allows students to excel in areas outside of the classroom.

Saint Andrew's commitment to service is evident in school service projects, which include food drives, and supplying winter hats and gloves for disadvantaged children. Saint Andrew students have adopted a school in Uganda, and through regular communication with a missionary pastor learn about children half a world away. Through student-driven fundraising the students financially support this school with scholarships.

The partnership between teachers and parents is evident by an active school board that serves on committees for school improvement. Saint Andrew room parents assist the classroom atmosphere by coordinating regular communications with a weekly newsletter.

Saint Andrew teachers have a passion for teaching and are dedicated to student success. Teachers arrive early and stay late to meet with parents and students. They work at perfecting their craft by attending conferences and workshops. Saint Andrew School has a professional learning community that develops a

collegial atmosphere for team-building and problem solving with the ultimate goal of increased student performance. Many of the teachers have obtained Masters Degrees, while several others are continuing to work toward completion. Staff meetings and in-school professional development are productive and focus on student learning and success.

The future of Saint Andrew is bright! Anticipated continued growth is expected through increased enrollment from strong family referrals, and a solid marketing plan that emphasizes the school's accomplishments. This, along with an active parent-teacher partnership, dedicated staff, and high academic standards, ensures that Saint Andrew will continue to hold a prominent place educating children for the next 118 years. The school is proud of its past and excited for what the future holds!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Saint Andrew School’s curricular approach aligns with its philosophy to focus on the whole child by promoting individual academic success and a life-long love of learning. In all subject areas at Saint Andrew, it is evident that instruction includes the integration of higher order thinking skills and problem solving, as well as alignment to Common Core State Standards. Saint Andrew teachers collaborate with one another through professional learning communities that include various grade levels, subject areas, student support services, and resource teachers. Curriculum is rigorous and research-based to prepare students for success in the 21st century. Technology is an effective tool that is integrated in instruction and is used by students in all classes. Saint Andrew students benefit from a 1:1 student/laptop ratio in grades 3-8, which has been a schoolwide commitment. The integration of current instructional practices, such as Universal Design for Learning (UDL) and teaching for understanding promotes academic success. In addition, teachers provide continuous feedback and guide student learning which supports growth in the classroom. Saint Andrew’s commitment to small class size encourages student engagement. All students benefit from a low 18:1 student to teacher ratio. Additionally in math and language arts classes, it is common to find an even lower student to teacher ratio. This fosters a classroom environment where increased student engagement is fostered through classroom discussions, differentiated instruction, student-centered activities, active participation, and critical thinking tasks. Smaller class size also allows for teachers to tailor instruction to meet individual students’ needs on a regular basis, provide for a stronger classroom community, and support students to reach their full potential. The Saint Andrew School philosophy communicates that children are able to grow into lifelong learners from effective instruction, compassionate teachers, parents as partners, and a challenging and supportive curriculum.

1b. Reading/English language arts

The Saint Andrew language arts curriculum is rich and diverse, providing various learning experiences for all students in kindergarten through 8th grade. The learning standards of reading, writing, listening, and speaking are integrated throughout the curriculum, and they are addressed through multiple teaching methods. In the younger grades, teachers incorporate a Common Core Standards aligned series that provides leveled readings to allow students with varying reading strengths to access the same material. Starting in the third grade, teachers begin to integrate authentic literature into the language arts curriculum, and by middle school (6th, 7th, and 8th grades), the students read up to 6 novels and plays in a school year. Using authentic literature provides for a richer learning experience, as well as meets standards, engages learners, and creates an academically rigorous curriculum. The students’ ability to think critically and extend meaning from text is emphasized, as well as the ability to use the text to defend and support writing. Writing and reading are closely linked in the curriculum. Various writing activities and teaching methods provide students with multiple opportunities to write persuasive, informative, argumentative, and narrative pieces throughout the year. Grammar and vocabulary instruction are also incorporated into the curriculum to aid in students’ understanding of the readings and to enhance their writing skills. Students are given various opportunities to practice their listening and speaking expertise in classroom activities and discussion, both in practice and in presentations.

The Saint Andrew language arts curriculum also integrates technology in the form of iPads and Chromebooks for all students. Smartboards are used as a resource tool for all teachers. Teachers utilize multiple methods of differentiated instruction and interventions to ensure that all students have equitable access to the material. Teacher-created tests and standardized assessments, both formative and summative, are incorporated to monitor student progress and drive instruction. Aimsweb and ACT Aspire interim testing is used to monitor student progress, and the ACT Aspire standardized test is used in the spring to assess student mastery of common core state standards. The data is analyzed and used to create school-wide improvement goals in reading and with writing skills.

Reading is an essential learning skill that crosses over into all of the subject disciplines at Saint Andrew. Reading is guided by and further enhanced through the work of a full-time reading specialist, who in cooperation with the classroom teacher identifies students who require additional support. In addition to a reading specialist, the Student Services Unit offers classroom support to help meet the needs of the diverse learners in the least restrictive environment. The library is available for students to become familiar with the written works of noted and age appropriate authors. Students have access to the library with regularly scheduled class instruction that aims to develop a love of books and literacy in all students. Through a combination of whole class, small group, and individual instruction, students are exposed to quality literature and best practice instruction. The overarching goal of the reading and English language arts program is to develop lifelong lovers of reading.

1c. Mathematics

Saint Andrew School provides students with a rigorous mathematical program, which is the foundation for critical thinking and problem solving skills students will use in everyday life.

The early childhood math program is built around number sense. Teachers utilize hands-on manipulatives and number sense in all curricular areas. Students in the early childhood program are mathematically challenged in all aspects of the day. Students make connections and see mathematical relationships during circle time, calendar, counting and in all that they do. The early childhood math curriculum is aligned to Illinois Early Learning and Development Standards and the Archdiocese of Chicago Office of Catholic Schools Learning Standards.

Students in primary and intermediate grades use the Pearson EnVision Math Program. The Saint Andrew math curriculum is aligned with Common Core State Standards. The EnVision Math K-8 program uses a blended approach that combines problem-based, visual learning, mathematical reasoning, and modeling to deepen students' conceptual understanding. Instruction is differentiated formally in grades 3 through 8 in the Accelerated Program. This program is flexible and changes based on student needs. Math centers are integrated regularly to provide additional opportunities to practice and apply skills at each learner's individual ability level, allowing the math curriculum to be appropriately challenging for each student. The Student Services Unit pushes into the classroom during centers to support students with instruction and assessment. Students at all levels are given opportunities for success in math centers. Additionally, many students begin the eighth grade having acquired the necessary skills and understanding to complete Algebra I when they graduate eighth grade.

Math classes are focused on providing real-world applications and approaches to allow students to make meaningful connections. Problem solving and understanding the relationship of numbers is an important foundation in the current math program. Problem-based activities at the beginning of every lesson challenge students to connect to prior learning and are followed by instruction that presents key math ideas. Each lesson closes with a student "quick check" to assess mastery.

Technology is incorporated in the math program in a variety of ways to help accommodate learning styles and readiness. The math program not only uses the digital media included with the EnVision program, but it also blends additional technology support programs such as Mathletics, Rocket Math and Freckle to supplement learning. Various formative assessments are administered online throughout the school year.

The math scores at Saint Andrew continue to demonstrate a high level of success. ACT Aspire Summative testing results from spring of 2019 indicate that 91% of the students were at the exceeding and ready levels. Since adopting the ACT Aspire in 2016, all classes have performed at the ready and exceeding levels every year tested. Benchmark testing in the form of Aimsweb, Aspire Interims, and NWEA are used to drive instructional decisions. The data is reviewed regularly in data analysis meetings. These meetings involve the math teachers, the Student Services Unit, and administration. The goal is to analyze individual student growth and provide data for goal setting.

1d. Science

Inquiry-based learning drives the science program at Saint Andrew School. Students explore a variety of disciplines including earth, life, and physical science. Teachers use a wide variety of resources to enhance student learning. Non-fiction reading is incorporated in all science classes with an eye toward real life experiences. As appropriate, real life science and current events are built into instruction, making science come alive for the students. Science kits, projects, experiments, and field trips allow for hands-on learning and assessment both in and out of the classroom. Earth, life and physical science make up the units of study in the middle school years. The Next Generation Science Standards (NGSS) are addressed through the TCI Science Alive program. Lessons that engage students in thinking about the world around them are emphasized. A science night is highlighted in the second trimester to allow students to become experts in the field. Interactive STEM demonstrations and NGSS demonstrations are shared with families in an evening of science exploration. Technology is integrated often for simulations, videos, virtual field trips, and research. Students have an opportunity to engage as scientists as they observe, ask questions, collect data, form hypotheses, and communicate findings. Students are given real life problems to solve. For example, students guide the school's recycling program, assuring that items are reused and sorted, making a direct connection to environmental problem solving. Additionally, Saint Andrew's after school programming gives students supplementary hands-on science experiments and experiences. Saint Andrew's goal is to prepare students to enter the world with a sense of wonder, curiosity, and determination to invent and explore. Having skills to enter the 21st century and be successful as observers and learners is a focus of the science program.

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

The social studies curriculum at Saint Andrew School is a robust and interactive program providing hands-on, real world opportunities to develop students into global scholars. The curriculum focuses on an essential question to guide the learning and is assessed through various summative and formative assessments. The curricular program, Social Studies Alive!, is aligned with the Common Core State Standards for English Language Arts & Literacy (CCELA) to ensure that students develop and practice key literacy skills while learning social studies. The curriculum is firmly rooted in the discipline of social studies with fully accessible online texts, supplemental material, and differentiated instruction. The program begins with local communities in the primary grades and expands to ancient history and American history in 5th-8th grades. Additionally, the curriculum scaffolds students into higher levels of historical inquiry by the 8th grade. Of note is the annual history fair, History Alive, presented by 5th and 7th grade students. This is an exciting event that combines historical reenactments with a foundational understanding of past events. Students complete an in-depth research project about a historical figure or event, write a standard research paper, and then present their information to entertain and engage an audience of peers and parents. Good citizenship is a goal across all grades. Seventh grade students are taught and tested in the foundations of the United States Constitution and the Constitution of the State of Illinois. This is reinforced during the 8th grade year as students study the implications of citizenship from Reconstruction to modern times. Geography gives students a firm understanding of patterns and processes that shape human understanding and the earth. Current events round out the curriculum, are covered with sensitivity, and are viewed as problem-solving opportunities. Discussions allow for the students to connect historical events to current events and link together people, places, and policy.

1f. For secondary schools:

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

Saint Andrew School's Early Childhood Education Program (ECE) provides each student educational excellence in a vibrant and caring environment. Learning allows for growth, both academically and socially. The program is play-based with academics woven into everyday activities designed to make learning natural and fun. ECE provides children with essential opportunities to learn and practice the social-emotional, problem-solving, and academic skills that they will use throughout their lives. The learning environment is vibrant and bright with clearly defined learning centers. Teachers work with parents to communicate student progress formally and informally. All students participate in Childfind, a developmental screening used to

help identify concerns that require early intervention.

The foundational program is designed as a stepping-stone for readiness and success in the primary grades; many of the students enter kindergarten reading, providing a springboard to learning and growth. In the ECE program, there is a student/teacher ratio of 10:1 with two certified teachers as well as an aide in each classroom. This support allows every student to develop both early literacy and math skills and their fine and gross motor skills. The classroom environment is one where social interaction allows students to play, explore and create. In the ECE program, the teachers recognize that learning is social and provide ample opportunities for students to develop critical thinking skills in these interactions. The Student Services Unit offers early intervention and enrichment based upon student need and readiness that prepares students for the rigor of the primary and intermediate grades. The ECE curriculum is aligned to the Illinois Early Learning and Development Standards and the Archdiocese of Chicago Office of Catholic Schools. While the focus is on traditional core subjects and faith formation, Saint Andrew also provides classes in music, physical education, and Spanish to develop a balanced student. Saint Andrew School creates professional development time for the ECE teachers to meet with the primary teachers to plan a scaffolding approach to prepare their students for kindergarten and beyond.

2. Other Curriculum Areas:

Other curricular areas at Saint Andrew School include art, both visual and performing, music, foreign language, physical education and technology. All of these ‘specials’ provide a well-rounded education for all of students in grades Kindergarten through 8th Grade.

The art program meets in a dedicated room once per week in all grades with the exception of 8th grade which has bi-weekly art class. This visual arts program provides students with an appreciation of various forms including drawing, mosaic, painting, fiber, textiles and sculpture in all grades. The visual arts program conducts field trips giving students hands-on experience and visual literacy. The performing arts program is elective and encompasses drama for all ages including a spring musical adapted for children, violin for all ages, choir for grades 3-4-5, and Irish dance for students in all grades. These performing arts programs provide students experiences that stretch their learning and provide a social outlet for friendships and confidence building.

The music program meets once per week with the exception of 6th grade which meet bi-weekly. Music is held in a dedicated classroom where students develop their talents using song, movement, and various instruments. Lessons incorporate technology by using digital audio workstations for creativity and composition. Saint Andrew’s music program follows the Illinois Arts Learning Standards for music.

Spanish is provided as a foreign language and is available both as a non-elective in grades Kindergarten through 8th Grade, meeting twice per week, and as an elective in the early childhood program, meeting once per week. The Institute Cervantes is the Spanish provider and all of the instructors are native speakers. Speaking, listening, and writing in Spanish is the core to this program, and immersion into the language is a prominent focus of class. Saint Andrew is committed to developing well-rounded students with international awareness and the ability to communicate in two languages.

The physical education program strives to make students in Kindergarten through 8th Grade aware of the value of a healthy lifestyle and ways to attain and maintain healthy bodies and minds. Health and fitness is highlighted throughout the year. The annual Running of the Bulldogs 5K fun run is open to all students and their families and kicks off Health and Fitness Week in October. Students in preschool, junior kindergarten, and kindergarten focus on gross motor and fine motor skills, while students in grades one through eight focus on sportsmanship in team and individual sports. Low order games are part of the curriculum scaffolding into higher order games and individual sports. The physical education program meets twice per week in all grades except Early Childhood which meets once per week in the school’s full size gymnasium. The physical education program is aligned to the Archdiocese of Chicago Office of Catholic Schools standards.

The Saint Andrew Technology Program not only integrates technology through all subject areas, but more

importantly teaches digital citizenship and responsibility; enabling students to be ready for the challenges of a global world. Students learn through technology to search, evaluate, collaborate, and organize information to be used in core subject areas. Each student in grades 3 through 8 has his/her own Chromebook to use while at school, and students in kindergarten, first, and second grades have access to iPads for classroom use. The technology at Saint Andrew School is used to work on projects that promote critical thinking and problem solving skills. Smartboards have also been integrated into classrooms throughout the school. The Technology classes meet once per week in all grades with an additional keyboarding class meeting once every other week in grades 3, 4, and 5.

Social emotional learning for all grades gives students support and direction, navigating a rapidly changing world. Bullying and harassment issues are addressed with a focus on behavior modification. Saint Andrew School focuses on social emotional learning across all grade levels; classes are held intermittently throughout the year. Students develop an awareness of their own thinking and social behaviors, and learn strategies to help them with social skills and self-regulation. The school promotes a growth mindset using positive self-talk and recognizing the importance of grit and goal setting. Small groups and individual meetings with students allow for strategies to improve students' social interactions, build healthy relationships, and maintain positive self-images.

3. Academic Supports:

3a. Students performing below grade level

Saint Andrew School modifies instruction and implements research based interventions dependent upon student needs. The goal of Saint Andrew School is to identify student needs early and make informed decisions about what resources are needed to ensure student success by monitoring student progress based on up-to-date data.

To accomplish this goal, Saint Andrew School administers universal screenings 3 times per year. These screenings are given to all students in the class to identify those students who are not making academic progress at expected rates. Each student in grades K-3 is screened using measures such as Aimsweb and Aspire Interims. Students in grades 4-8 are screened using Aspire Interims along with NWEA testing.

Following the administration of screenings, the Student Services Unit meets with grade level units to review student data. The team then identifies those students that are in Tier 2 or 3 and develops action plans for those students. These action plans outline targeted interventions and/or supplemental instruction that can be delivered by the classroom teachers, the reading specialist, or a learning specialist. Students are progress monitored through Aimsweb to identify current levels of progress, and to provide data to measure the effectiveness of interventions. A review date is set for the Tier 2 and 3 students after 6 weeks of progress monitoring.

Saint Andrew utilizes research-based programs to assist in remediation, such as the Wilson Foundations program and Lexia PowerUp. The Wilson Foundations program can also be used as Tier 2 and Tier 3 reading intervention. In addition, students are invited to work with teachers during office hours for assistance with academic subjects or more targeted instruction.

Saint Andrew is constantly researching ways to better assist students who are performing below grade level in order to obtain proficiency in all subjects. Saint Andrew utilizes the RTI model to ensure that all students are receiving interventions whether identified as special education students or not. All students work in groups according to their ability rather than their disability.

3b. Students performing above grade level

Saint Andrew School recognizes students that are performing above grade level through rigorous academic programming. The goal of Saint Andrew School is to identify student needs early and provide services for high ability students that can best meet their needs and promote their unique learning abilities.

In grades K-2, Saint Andrew administers Universal Screenings 3 times a year. The screenings assist the teachers in identifying students that are performing at the 90th percentile or higher in both reading and math concepts. Using the data from the screenings the classroom teachers and the Student Services Unit plan instruction for those students identified. This allows for students to be grouped accordingly in math and reading centers. In addition to the centers, the Accelerated teacher offers small group math enrichment twice per week for those high achieving students. During these pull out sessions students work on differentiated activities, such as critical thinking, creative problem solving, or extensions of the general curriculum for more complexity and depth. Teachers use Reading A to Z, Lexia Core 5 and leveled readers to name a few, during Language Arts class to tailor instruction for students identified in the 90th percentile.

In third grade students formally begin the Accelerated Program in language arts and math. Placement in the Accelerated Program is based on the following criteria: standardized tests, teacher recommendation, report card, student motivation, and parent approval. A committee made up of the classroom teachers, principal, assistant principal, Accel Coordinator and Student Services Unit meet three times a year to determine placement in the program. Students' placement is flexible year to year as students level of readiness may change based on assessments. This allows teachers to adjust curriculum for students by determining which students already have mastered most or all of the learning outcomes.

3c. Special education

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement is vital to student success and requires building relationships with every student. The best relationships are built on trust; without trusting relationships all attempts at student engagement will be hindered and student success will be threatened. Teachers who learn about a student's life outside of school; their hopes, dreams, interests and family dynamics have a greater chance of gaining trust and building a teacher to student relationship which will lead to an improved academic opportunity for the student. Students today live in a complex world where their time is restricted and their distractions are plentiful. The best teachers take the time to understand this phenomenon and respond to it. Today's students respond to sincere, honest, and open communication. Teachers who understand these truisms can engage students and build trust. The teachers at Saint Andrew School work at building trust to keep academic engagement high. Teachers can be found outside of their classrooms each morning welcoming students to school. Teachers make themselves approachable and available to students academically, but more importantly they know the students personally.

There are many social opportunities at Saint Andrew School that bolster student engagement. Over 25 after-school programs are designed to engage students in life at Saint Andrew, from drama to athletics, from cooking class to dance, Saint Andrew students are encouraged to explore opportunities that interest them and challenge their comfort zones. These programs build student engagement as learners and help create a culture of success.

Saint Andrew recently implemented a house system in the middle school grades with a goal of encouraging student engagement through positive social interaction. Students are divided into teams that cross grade and class lines. Teachers give real-time feedback which creates a more positive learning environment for all students. The house system has broken down artificial barriers that hindered relationships and has encouraged students to develop new friendships.

Weekly school Masses have provided an opportunity for students to partner with other students in different grades. Mass buddies create a cross pollination of students; fostering relationships and bolstering engagement which cement the school community as one.

Student Engagement at Saint Andrew School is at the heart of its success as the school consciously works to make students feel that Saint Andrew is home. When students are comfortable with their surroundings and feel supported, the academic product that follows will improve.

2. Engaging Families and Community:

Saint Andrew has implemented several strategies that allow for family and community input that benefits every student. Every month prior to the all school Mass, the principal hosts a 'coffee' that invites parents to discuss school policies and address issues that impact student performance. These 'coffees' have been well received by the school community and keep the lines of communication open.

Annual articulation meetings and parent teacher conferences are provided for all grades to communicate current progress and goal setting. For example, beginning in 7th grade administration meets with families to discuss an exit strategy for high school options that can provide the best fit for their child. Additionally, Saint Andrew hosts a high school night every fall. Parents and students are invited to meet with representatives from Catholic high schools. To aid in the exit strategy, Saint Andrew staff attends annual meetings with high school leaders to learn about their successes and their expectations for student admission. The information gathered helps to develop strategies for the curriculum and students.

Saint Andrew offers informational sessions on learning techniques for parents designed to assist families with childhood challenges. Topics have included; Growth Mindset, Executive Functioning at home, and internet and cell phone safety. These presentations have been well received.

Saint Andrew has adopted a goal of educating and developing an elected school board to be active partners. Working with the school board, the annual report is published detailing program success and highlighting financial transparency. An informed and educated school board engages the entire community to realize the school's core mission.

Saint Andrew has a strong presence in the community as the school is a member of several chambers of commerce strengthening the marketing to families in search of a quality school. The school has developed a strong partnership with the Chicago Cubs who have annually committed \$25,000 to help update the school campus. Saint Andrew attracts new families to the school by opening the gym weekly to families for play and socialization; the Baby Bulldogs Program has allowed an introduction to prospective families. Bitty Basketball is open to anyone from the community with young children. Bitty Basketball is fun for the children and has cemented family relationships to the school.

Family Mass is held every month in Saint Andrew Church. Families come together to reinforce the development of spiritual awareness with the community members from Saint Andrew Parish. Socialization is held after Mass with special activities in the gymnasium connecting school families to the community.

3. Creating Professional Culture:

Saint Andrew School teachers are a talented group of professionals. Teachers who love their work and appreciate each other will love their students and improve their practice. The principal shares his written philosophy with faculty and staff and leads the way in building a school where all are valued and recognized for the vital role that they play in student achievement and success.

Saint Andrew School strives for the cross pollination of staff across grades, units, and subjects. Too often teachers work in silos, failing to share experiences that hinder a collegial environment. Teacher retention is high and is attributable to opportunities for teacher socialization and team building with events like scavenger hunts, baking competitions, and shared positive affirmations. Saint Andrew School also provides a day of reflection mid-year in an effort to recharge and reconnect through faith.

Lifelong learning is evident and valued at Saint Andrew. Teachers participate in regular staff development to support student learning and academic achievement. Staff development is continual, involving follow-up and support for further learning. Professional development is the key to building a strong climate for learning. In order to achieve the school's mission, Saint Andrew supports the learning needs of teachers by providing opportunities for new knowledge, skills, and expanding roles throughout the school. Professional development is valued and comes informally from colleagues who share their experiences and formally through webinars, in-services, and conferences. Weekly unit meetings provide opportunities to share experiences, as do partner planning meetings where real collaboration takes place. This dialogue leads to a professional learning community where the school conversation is about students and learning.

Veteran teachers add to the professional culture at Saint Andrew School by mentoring first year or new teachers for a full year. The mentor program is formal and incorporates regular meetings to ensure a successful transition to the culture and climate, with a goal to assist in the well-being of the student. The principal and assistant principal meet with mentor and mentee teams regularly to resolve any issues and illustrate the importance of this relationship.

Teachers assist and participate in fundraising events, demonstrating to their students their commitment to serve the greater good. They annually give their time to a community charity, Misericordia Heart of Mercy, which services children and adults with developmental disabilities. Saint Andrew's professional culture is evidenced by the teachers who enjoy giving of themselves in keeping with Saint Andrew's mission to serve.

4. School Leadership:

The leadership philosophy at Saint Andrew is based on student achievement and a love of learning. Parents, teachers and administrators working together benefit the whole child. The leadership influences student

achievement and teacher effectiveness by advocating, encouraging, and supporting a rigorous instructional program. The principal shares a vision that promotes instructional improvement through ongoing informal and formal conversations and observations with teachers.

The leadership team shares a common vision and consists of the principal, assistant principal, middle school dean, curriculum coordinator, accelerated program coordinator, and learning resource coordinator. Saint Andrew has benefited from this consistent team for the past 11 years. The team meets weekly and collaborates over best practices related to the instructional program. Planning for in-services, meetings, and parent conferences are vetted at this meeting, making for seamless problem solving that benefits the students and the Saint Andrew curriculum. The leadership team attends unit and staff meetings to provide specific communication to address student learning and operational strategies. Additionally, our student services team, led by the learning resource teachers and composed of administrators and interdisciplinary classroom teachers meets bi-weekly to discuss specific students and design plans to improve individual student achievement and performance. The organizational structure has been instrumental in cultivating a climate and culture for student success evidenced by formal benchmarking initiated 6 years ago enabling the school to collect, analyze, and use data to tailor instruction. As a result, student growth has been realized in all subject areas.

The community is involved in the leadership and decision-making process at Saint Andrew as well. School parents, parish and community leaders compose an elected school advisory board which meets monthly. An ambassador committee of parents assists in marketing the school and creating a welcoming team to make new families feel right at home on their very first day. A middle school advisory committee services the unique needs and challenges of this student population. These groups along with committees on admissions, beautification and Catholic identity form the basis of the active school board.

Student Council plays an active role as student leaders meet weekly and have the ear of the principal to discuss ideas and to encourage student participation for the greater good. Student council leaders have assumed announcement duties and prayer each morning, and organize food drives to promote service.

The school leadership recognizes that stakeholders play an important role developing the Spirit-Study-Service values that enhance the quality of life with the overarching goal of benefiting student learning. All are valued and all make a difference in shaping the future and sharing in success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Data collection has become instrumental for student growth and success. Saint Andrew School teachers use data meetings to drive classroom instruction and promote student growth. Data is collected from formal and informal classroom assessments, Aimsweb benchmarking, NWEA, and Aspire Interim and Summative tests. The student services unit coordinates data review meetings. These review meetings are held every trimester with the Student Services Unit and each of the grade level teachers. Data meetings are teacher-driven. The data gathered is used to discuss and revise strategies to address student strengths and weaknesses to ensure student success.

These meetings assist teachers with their classroom instruction. The skills that students demonstrate at different levels of proficiency within reporting categories can serve a number of purposes in guiding classroom instruction and differentiation. The meetings are the foundation of rich discussion around what all students need to do to perform at higher levels, and they aid the teacher with strategies to assist students. Learning progressions within a subject area are discussed and cross-curricular strategies are enhanced. Action plans are created at the review meetings. These action plans outline targeted interventions and/or supplemental instruction that can be delivered by the classroom teachers, the reading specialist, or learning specialist. Students are progress monitored to identify current levels of progress.

These reviews are teacher-driven with support from the Student Services Unit and Saint Andrew School Administration. Results from these meetings have been instrumental in pinpointing learning roadblocks. Instruction can be tailored by focusing on specific areas of concern. Results have been impressive, showing growth for students on various ends of the learning spectrum; both students performing above and below grade level.

A goal for these data meetings is to improve the learning of all students, including students who excel. The accelerated coordinator is part of these meetings to help guide instructional paths for students performing above grade level and to provide teachers with instructional strategies. Additionally, the social worker is part of these meetings to address the social/emotional needs that may be impacting classroom performance. As a result, teachers are provided with strategies to assist students in their classroom environment.

Additionally, these meetings have improved teacher accountability, lesson planning, and teacher morale. Teachers are given a voice, their concerns validated, instructional feedback is shared, and where appropriate, support put in place. The meetings are meaningful to the faculty because they are connected to effective action. Student growth and success are at the heart of data collection and analysis.

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? \$7039
(School budget divided by enrollment)
4. What is the average financial aid per student? \$4615
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 20%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 31%