

U.S. Department of Education
2023 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 Dr. Tom Meagher Ed.D.

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

Official School Name School of Saints Faith, Hope and Charity

(As it should appear in the official records)

School Mailing Address 180 Ridge Avenue

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

City Winnetka State IL Zip Code+4 (9 digits total) 60093-3839

County Illinois

Telephone (847) 446-0031

Fax _____

Web site/URL <https://www.faithhopeschool.org>

E-mail tmeagher@faithhopeschool.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Greg Richmond E-mail grichmond@archchicago.org

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

District Name Archdiocese of Chicago Tel. (312) 534-8200

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. Katie Meehan

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The 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 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	74
K	12
1	21
2	15
3	25
4	22
5	26
6	23
7	32
8	33
9	0
10	0
11	0
12 or higher	0
Total Students	283

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1.5 % Asian
 - 0 % Black or African American
 - 2.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 10%

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, 2021 until the end of the 2021-2022 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2021	259
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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 with an IEP: 4 %
Total number of students served 10

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. 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>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>6</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. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 5

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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 14:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	5%	4%	3%	5%	4%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

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

Yes X No

If yes, select the year in which your school received the award. 2014

16. In a couple of sentences, provide the school's mission or vision statement.

Provide an exceptional educational experience, which develops the whole child; spiritually, academically, and morally.

17. Provide a URL link to the school's nondiscrimination policy.

<https://4.files.edl.io/1a98/12/09/22/161337-19d98886-e9db-4932-ba77-e751de3948eb.pdf>

The nondiscrimination Policy is located on page 3 of our School Handbook.

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

PART III – SCHOOL OVERVIEW

The School of Saints Faith, Hope & Charity (FHC), since its inception, has been dedicated to one, singular mission: enabling students to grow in heart, mind and soul. We do this by delivering an exceptional academic experience, grounded in faith. A parochial, Catholic grade school located in Winnetka, IL, FHC educates children in the formative years of three-year-old Pre-Kindergarten, through eighth grade. FHC students learn a way of life; one that weaves spiritual and moral development with curricular studies, individual achievement, extracurricular activities, leadership and service opportunities.

FHC is very much a neighborhood school, built on academic excellence, enduring traditions, and an unwavering commitment to continuous innovation and growth. We are supported by a vibrant, local community, and an extremely devoted Parent Teacher Organization. Many of our students attend school with their siblings, and the brief moments for a hug for big brother in the hallway between classes are precious.

We believe that the foundation for our success lies in a unique combination of dedicated and experienced leadership, a highly skilled and collaborative faculty, an engaged parent network, and our partnership with the Saints Faith, Hope and Charity parish. Our objective is to challenge each student academically, morally and spiritually; preparing them to excel at their choice of two highly-rated, local secondary schools, and then onto universities. For prior graduates, these have included The University of Notre Dame, Loyola University, Northwestern University, Duke University, Georgetown University, Texas Christian University, Middlebury, and many more. Ultimately, we are preparing our students to become leaders in their communities, and throughout their lives.

We are committed to consistently hiring and retaining the best and brightest teachers to serve on our faculty. In addition to demonstrated experience in their field, 63% of current FHC faculty hold advanced degrees. Our teachers' commitment to their students is rivaled only by their commitment to one another. They exhibit a spirit of professional collaboration that benefits not only their students and classrooms, but the larger community.

Our students additionally benefit from purposefully smaller class sizes, averaging just over 14.7 students per classroom. This allows for greater individual instruction; as well as hands-on, small group collaboration. We are particularly proud of the quality of our math program, with focused math instruction beginning in third grade, and continuing onto accelerated math tracks in grades seven and eight, as well as high school math curriculum opportunities for students who qualify.

Recognizing the importance of STEM education in elementary school, we recently modernized our science lab, and opened a dedicated technology center. Students are taught how to leverage technology safely and effectively, in order to communicate, collaborate and enhance their critical thinking skills.

We are proud of the quality of our Fine Arts program, which contributes significantly to our mission of educating the whole child. Students have opportunities to pursue musical instrument instruction, vocal and theatrical performance opportunities; and a myriad of art projects ranging from murals in the school courtyard, to 3D paintings, and so much more. Additionally, our unique after-school enrichment program offers students further opportunity to explore the worlds of science, STEM, theater, art, athletics, chess, and more.

The spiritual life of FHC students is of course a cornerstone of our mission. Each week, children attend an all-school Mass, with leadership of the Mass assigned to individual grades on a rotating basis. We also explore new and innovative ways to embrace Catholic traditions; such as our Living Stations of the Cross ceremony, and our Living Saints exhibit. Preparation for the Sacraments of First Reconciliation, First Communion and Confirmation are integrated into the religious education curriculum, and reinforced through class retreats. And our annual Hope Ceremony reunites FHC alumni as they graduate high school, with our current eighth graders, in a unique "passing on the light" event, which has become a cherished FHC tradition.

In conjunction with the spiritual instruction students receive in school, a commitment to community service is instilled in all students. Students routinely participate in community service projects, supporting local and national organizations such as Misericordia, the Juvenile Diabetes Research Foundation, and Feed my Starving Children.

As a proud recipient of the 2014 National Blue Ribbon School award, we have an obligation to continue to innovate, and to grow to meet the evolving needs of the communities we serve. We are committed to doing just that. With our strong foundation in academics, moral values and leadership, our graduates are uniquely prepared to face the challenges of the world today with confidence, and faith.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Reading and English Language Arts curriculum at FHC includes instruction in reading, writing, spelling, vocabulary, handwriting, literature and grammar. From pre-kindergarten through eighth grade, a variety of instructional styles are offered to fit student needs and meet learning standards. Summative and formative assessments run the gamut and analysis of these assessments informs and adapts ongoing instruction.

In prekindergarten programs, students take part in reading readiness activities that focus on the introduction of letter names and sounds, and pre-writing skills which are practiced through daily journaling and name recognition. Additionally, students are introduced to concepts of print, and they first begin experimentation with writing tools and manipulatives. Students also begin learning routines and multistep directions. In Kindergarten, there is a strong emphasis in phonemic awareness and phonics activities. We use the Wilson Phonemic program “Foundations” as well as the “Into Reading” program.

Along with regular reading activities, daily writing instruction includes the proper formation of upper and lowercase letters, daily writing prompts, and learning to hear and write the sounds in words.

The students demonstrate their growth in these areas through performance based assessment.

Beginning in the primary and continuing through the intermediate grades, students are actively engaged in developing phonemic awareness, word study, writing, and fluency utilizing age-appropriate interactive resources such as Wilson Language Foundations, Words Their Way, and the Lucy Calkins Units of Study, and HMH Into Reading. Across the grade levels, a variety of methods are used including reading centers, reading workshops and novel studies. Essential questions are also used as the focal point of student driven learning through formal essays, discussions or projects. Some of the deeper questions FHC invites students to analyze and discuss are as follows: How do our communities help us? Why is it critical to understand different cultures and beliefs even if they are not our own? How does storytelling affect our perspective on our own lives? Students participate in reading and writing workshops in addition to novel study across a variety of genres, including poetry, fiction, historical fiction, non-fiction, mystery, biography, myths, choice reading, and folklore. Also, in middle school vocabulary study (Sadlier Oxford curriculum and novel vocabulary) is an essential component of the curriculum. Additionally, students develop a concrete and meaningful understanding of grammatical concepts through analysis of others’ written work and their own written work.

Children in K-5 are assessed and differentiated in reading levels determined by iReady Diagnostic test results and HMH Benchmark Leveled Reading Assessments.

Students in grades sixth-eighth are also assessed via the iReady Diagnostic on a regular basis, with novel study comprehension checks, vocabulary activities that promote meaningful application of words, and end of unit quizzes and tests. To bring all concepts full circle, students read and write across the curriculum, and integrate technology to enhance creativity, connection, and collaboration into a variety of language arts lessons.

1b. Mathematics curriculum content, instruction, and assessment:

Mathematical practices, understanding, and application are the foundation of FHC’s mathematics curriculum from prekindergarten through eighth grade. The FHC mathematics curriculum balances math fluency with problem solving competency through the use of both paper and pencil, hands-on activities as well as digital resources. While a variety of formative and summative assessments are used, the iReady Math Diagnostic is used kindergarten through eighth grade to measure overall math achievement and growth.

In pre-kindergarten, students are introduced to number sense and real world application through daily calendar review, songs, and centers. In kindergarten, using HMH Into Math, a multisensory approach is utilized in introducing the concepts of addition, subtraction, measurement, money, geometric shapes and time. The students explore these concepts in practical ways throughout the day, enabling students' math sense to grow via all subject areas.

The primary grades utilize math centers to facilitate small group instruction. Manipulatives are used for a tactile, hands-on approach to enhance learning. This multi-tiered approach allows teachers to differentiate, build and reinforce foundational math skills. Along with the HMH Into Math curriculum, students explore real world application of concepts they are learning. The curriculum HMH Into Math, is used in grades K-5, with basic skills being supplemented through adaptive technology programs such as iReady Math, Khan Academy, and IXL to meet the individual needs of all learners. Separately, assessments are given at the end of each unit of study providing children the opportunity to illustrate what they learned. Each assessment also provides children an opportunity to earn extra credit on more abstract concepts. These approaches have helped to increase overall math scores and have enabled a fluid transition to middle school pre-algebra and algebra.

The prime objective of the middle school math program is for all of FHC students to have the opportunity to master Algebra 1 before graduating from FHC. Curriculum resources utilized include textbooks, Simple Solutions, Delta Math, IXL and iReady. Some of the essential questions that guide instruction include: What are the similarities and differences in the procedures for solving and expressing the solutions of equations and inequalities? How are relations modeled by graphs and functions? How can we utilize equations to solve real world problems? In the core math program, the current goal is to build the math program so that every student will complete a full course of Algebra 1 by the end of 8th grade. While not every student will enter high school taking geometry, they will have the opportunity to qualify for a high school math course beyond Algebra 1 as a freshman. This goal is accomplished through aligning the sequence of the pre-algebra and algebra curriculum in the middle school math program. Students are assessed every trimester with a cumulative exam. By the end of trimester two, the program expectation is that the trimester exam mirrors a high school Algebra 1 competency test.

In the middle school advanced math program, students are at the forefront of their own learning. The curriculum begins with pre-algebra and ends with not only mastery of Algebra 1, but also selected topics from Geometry and Algebra 2. The expectation for these students is that they will enroll in a high school Geometry program or beyond.

1c. Science curriculum content, instruction, and assessment:

The FHC approach to science is holistic with a goal of nurturing higher order thinking, preparing students to problem solve real world dilemmas, and opening students' eyes to the influence and dependence of the world on science. The science curriculum focuses greatly on the Next Generation of Science Standards and aims to integrate core ideas and cross-cutting concepts with scientific practices.

Core ideas covered across grade levels are the sciences of life, physics, chemistry, earth, space, engineering, and technology. Through direct instruction, inquiry-based lessons, cooperative learning groups, independent study, assemblies, field trips, and other engaging hands-on activities, students carry out many scientific practices that help answer essential questions.

Students benefit from a variety of investigative, thematic STEM units. They also have after school enrichment STEM offerings available to them. At the primary and intermediate levels, foundations in science and scientific practices are taught using a variety of phenomena and real world experiences for children to investigate. In intermediate grades, more depth and breadth is covered with a constructivist look at building knowledge.

In class and lab settings, FOSS Next Generation Kits are used by students to demonstrate the scientific method, including experimentation, designing, engineering, chemical reactions, and evaluating models.

Furthermore, FHC students interpret data to create claims or inferences supported with mathematical and qualitative evidence. They learn to connect evidence with sound reasoning to support their claims. STEM concepts and Common Core Math and Language Standards are woven throughout the program. The middle school classes have an inquiry lab-centered focus and aim for College Readiness Benchmarks and NGSS daily in a full lab. Students have earned awards at the Illinois Junior Academy of Science Science Fair.

Assessments are formative throughout instructional time (verbal, written and through demonstrative practices). Summative assessments are more in depth at the end of units and include essays, projects, presentations and exams.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The goal of the FHC social studies curriculum is to promote a growth mindset for students to become informed and contributing members of society in the hope that they develop into people who will make a difference in the world. Students learn to understand the importance of their role in family, community, and the world at-large. Through teacher-guided lessons, group collaboration, independent study, project-based learning, and excursions, students learn how the world around them is impacted by past history, culture, geography, commerce, and politics.

In kindergarten through grade two, classes focus largely on themes and topics close to the students' own community but also highlight major national and world happenings. In the primary grades more traditional history and geography topics are covered, and cause and effect connections become important. A second grade highlight is their Historical Wax Museum where students dress in costumes depicting historical figures they have studied and explain their place in history as those characters in a museum.

Grades three through five pursue social studies with a wider and deeper lens, including a stronger emphasis on critical thinking and problem solving using texts from McGraw-Hill's Impact Social Studies. Regions of the United States, the states and capitals and the formation of America are formidable concepts. The essential questions for middle school courses are designed to make sense of the past and how it relates to today. Note-taking instructions benefit students through high school and beyond. A major component in seventh grade is to prepare for the state of Illinois and Federal Constitution Tests. The seventh grade Illinois governmental in-depth study culminates with an all-day field trip to Springfield. Eighth graders explore their nation and government, including a visit to Washington, D.C.

Assessments are both formative and summative and take on a variety of structures. The format for assessments can be an exam, project, presentation, or written assignment.

1e. For schools that serve grades 7-12:

FHC offers students in grades seven and eight several important leadership and service opportunities, including:

Student Council – Consisting of representatives from seventh-eighth grade, the mission of Student Council is to enhance learning, service and spirit among FHC students. Student Council includes twelve positions, which are voted on annually. Student Council members are expected to behave as positive role models in all they do, and must maintain a C average to be on the Council.

The Council organizes and leads several important fundraising events throughout the school year, including event organization, publicity, execution and follow-up. Student Council members also lead the liturgy of an All-School Mass, and are on call as needed by the Principal to act in leadership capacities. The Council is viewed as an opportunity for students to foster working as a team, and to exhibit leadership and service to the larger community.

National Junior Honor Society (NJHS) – FHC Students who attain the required grade point average (GPA) are eligible to apply for admission into the National Junior Honor Society. They must also meet high standards – set by NJHS – in areas of service, character, citizenship, and leadership. Eligibility includes

students in grades seven and eight.

Currently, twenty FHC students – over 30% of our seventh and eighth grade students -- have qualified for NJHS admission, based on meeting the stated criteria. Similar to Student Council, these students enhance academic, service and spirit programs at the school. They must maintain an A average – and adhere to high behavioral standards -- to remain on the Honor Society.

Finally, at FHC, we work to instill in each of our students a lifelong desire and commitment to service & helping others. Our students actively participate in fundraising efforts which benefit organizations including Misericordia, the Juvenile Diabetes Research Foundation, Feed My Starving Children, and many more.

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

All early childhood education teachers collaborate to organize monthly themes which guide lesson planning. Using these themes early childhood education teachers create playful, meaningful experiences within the classroom. These experiences align with Illinois Early Childhood Academic Standards as well as student interest.

Throughout the daily routine and class time, teachers ensure that all core developmental areas are addressed, including social-emotional, physical, cognitive, language, literacy, math, science, social studies, and the arts. The use of play promotes higher order thinking skills, collaboration, creativity, social development, and assists students in becoming lifelong learners.

Pre-kindergarten academic standards ensure that students advance to the next grade level with the necessary skills to be successful. Students learn pre-literacy skills such as letter identification and letter sound knowledge. Students learn a love of reading and gain the foundational skills to become readers themselves. In math, children learn the importance of patterns, shapes, 1:1 correspondence, addition, subtraction, measurement and grouping. These foundational skills are built upon in each subsequent grade. Pre-kindergarten students love to make connections to their world and explore the world around them. The science curriculum offers many hands-on opportunities for students to gain problem-solving skills. Classes plant bulbs in the fall and eagerly document their growth in the spring. Experiments are created to allow children to use basic materials and ask engaging questions and problem solve throughout their learning.

The cornerstone of our pre-kindergarten environment allows each student to develop and learn at their own pace. Teachers strive to learn each child's strengths and areas of concern and work with each child to be the best version they can be. All students are treated with respect and each classroom serves as a loving, secure classroom community where students feel safe to explore, learn, grow, and play in a healthy and positive environment.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At FHC, students participate in music and art classes twice per week. In addition to learning traditional and contemporary religious songs for weekly all-school Masses, the students prepare for an annual Christmas Pageant, which features the voices of students in kindergarten through eighth grade. Students also have opportunities to learn string instruments (ukuleles) and wind instruments (recorders). All students are taught techniques to create music with each other, as well as learning the basics of music theory and applying it to composing, song-writing, and singing. Students at FHC also have the option to take private lessons on cello or piano. Finally, as a culmination of their years at FHC, eighth graders prepare and present a spring musical for the school and greater community by acting, singing, creating sets, and mobilizing a stage crew.

FHC's visual arts program represents an integral part of the overall curriculum and offers students the opportunity to express themselves creatively in tangible media. In all grade levels, students work across

curriculums by sharing their art through writing and presenting after developing art techniques. Student artwork has been showcased at New Trier High School's Annual Sender School Art Exhibition and Misericordia Heart of Mercy as well as displayed throughout the school and at an annual Spring Art Exhibition.

2b. Physical education/health/nutrition

Students participate in bi-weekly PE classes that encourage physical fitness, teamwork, sportsmanship, proper nutrition, and a healthy lifestyle. Every FHC student has the opportunity to participate in sports. Sportsmanship and the discipline and responsibility it instills are the focus of FHC's athletic program. Students are offered flag football, football, cheerleading, volleyball, basketball, track and field, and cross country opportunities. FHC's competitive athletic program has a "no cut" policy for athletics, encouraging both novice and seasoned athletes to participate. Additionally, homeroom teachers facilitate a conversation with students where they discuss healthy ways to assess the safety of their environments and provide them with the tools and resources that may be needed in all conditions.

2c. Foreign language(s), if offered (if not offered, leave blank)

Studying French language supports student learning in several ways. The process of acquiring a second language sharpens students' understanding of their maternal language as they compare and contrast structures; their English vocabulary expands as they learn to notice cognates. Exploring the many diverse francophone cultures throughout the world allows students to better understand their role in our global society; this is essential in our increasingly interdependent world. Furthermore, respect for and understanding of those who speak other languages is crucial in our own multi-cultural society.

FHC students explore French language and culture from an early age, beginning with weekly lessons in kindergarten and first grade. Second, third, and fourth grade students study French language and culture twice a week. Elementary classes stress listening comprehension and basic speaking skills with stories, songs, games, and skits. By the time students are in fifth grade, they begin a more academic approach to the language, studying grammar and vocabulary, as well as practicing listening, speaking, reading, and writing in French. Fifth and sixth grade students are able to meet three times a week, while seventh and eighth grade students meet four days each week. This solid foundation in world language instruction often allows students to place into advanced level honors classes in high school.

2d. Technology/library/media

Students in grades kindergarten through eighth have Technology/Library class weekly throughout the school year. Kindergarten students discover how to utilize the library as a resource for books and learning. Students in grades first through eighth utilize a variety of programs ranging from the Google Suite for Education through visual arts curriculum. Our students engage in a project based program to learn features of programs related to the technology of film, photography and 3D printing.

Middle school students complete an independent study of a technology subject of their own choosing. The independent study culminates in a class presentation and demonstration of each student's learning.

In addition, students learn about digital citizenship and safety related to the use of online tools and social media. This instruction is provided through lessons in the technology class and outside speakers who visit our school. In particular, Ben Tracy from the Safe Social Network has presented to our fourth through eighth grade students on digital safety and dangers of social media.

After school enrichment classes allow students to gain additional experience in topics of their own choosing such as 3D printing, Stop Motion/Claymation Filming and Python Programming.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

FHC recognizes that some students need additional support than others in the areas of reading, writing, math, executive functioning, and behavior management. The Learning Lab, which has served as a model to other schools in the Archdiocese of Chicago, provides support to students who have been professionally identified with learning disabilities and/or attention deficit disorders.

An educational team of teachers, parents, speech language therapists, and a district school psychologist work together to develop and implement an appropriate educational plan and/or accommodation plan for student testing and other accommodations to help the students to be academically successful. Some programs used by students in the Learning Lab include CARS and STARS, a reading comprehension intervention program, Goodman's Five-Star upper grade level reading comprehension program, and Orton-Gillingham based reading programs: Wilson and Sonday System.

For the younger grades, reading and phonics are instructed through a multisensory approach. For math, we utilize Houghton-Mifflin Reteach and Assessments, Touch Math, and supplemental materials to meet the individual needs of students. For writing and grammar, we utilize Sadlier Grammar for Writing Series, vocabulary instruction, and various teaching tools, such as, graphic organizers, outlines, diagrams, and sequence boxes.

For students that have behavioral concerns that affect academic performance, we have the opportunity to leverage our School Counselor, and/or implement of behavior plans. The Learning Lab team also provides weekly and daily check ins for students who need executive functioning assistance or mindfulness training. Behavior management plans are implemented for students if needed to be successful in their regular classroom. In the Learning Lab, we strive to increase motivation and manage unproductive behaviors using strategies that allow the student to gain confidence through restorative justice.

In addition, FHC administers iReady Math and Reading assessments to measure the academic growth of students in kindergarten through eighth grade. Students who score below the 1st quartile receive temporary supports that address their specific area of need and allows them to remediate the weakness.

3b. Students performing above grade level:

The goal of our middle school math program provides the opportunity to master Algebra 1 for all our students before graduating from FHC. In order to accomplish this goal, our math curriculum is specialized by knowledgeable math instructors beginning in third grade. Our math curriculum balances problem solving and verbal skills with strong computational and math fluency skills. In fourth and fifth grade, students who achieve the 95th percentile or above on the iReady math assessments receive enriched math instruction from our middle school math teacher, who is credentialed in gifted education. Ultimately, all our students receive the opportunity to receive above grade level mathematics instruction. This strong peer group instruction creates an environment where all students gain confidence in their math abilities. A significant proportion of our seventh and eighth grade students are invited to take Algebra or Geometry at our local high schools. Not all of our students accept this invitation; however, as some prefer the teaching and learning that we provide at FHC.

With regard to our students who excel in the areas of reading and writing, our curriculum incorporates novel study components of the Units of Study Program paired with recent Science of Reading strategies. Our students begin novel study strategies in third grade and continue through eighth grade. The reading level of our eighth grade program is demonstrated by the novel study curriculum which includes *All Quiet in the Western Front* by Erich Maria Remarque and *Night* by Elie Wiesel and more. We believe our eighth grade students are successful in meeting this challenging curriculum after the strong preparation they have received in the earlier grades.

3c. Students with disabilities:

Our FHC Learning Lab facilitates educational progress by providing classroom support, interventions to diverse learners, in addition to offering alternative study techniques, tools and methods for evaluation. The Learning Lab works to reinforce and improve executive functioning and study skills appropriate to the classroom curriculum.

Additionally, the lab provides options for individual support, small group assistance, and in class support for students throughout the grade levels. The team offers a combined expertise in the areas of special education, administration, Multi-Tiered System of Support (MTSS) and early reading intervention. They support the classroom teacher by targeting skills identified through assessments, progressing monitoring, and daily classroom teacher observations. They are also able to co-teach particular lessons if there is a discrepancy in the level of learning mastery for a portion of the class.

Through a three tiered assessment process, using the iReady assessments and district assessments, teacher input, and previous support provided, the team determines the eligibility of a student to receive additional MTSS interventions. A series of placement assessments to specifically identify those areas of need are administered to those students who have been identified. Each student is then placed with others in a small group to strengthen specific reading comprehension strategies, reading fluency/accuracy, and/or math concepts. The interventionist tracks their progress with the use of a variety of monitoring tools. The lab meets as a team with the teachers on a regular basis to discuss the student's class performance and progress. The goal is to close the achievement gap between those students who qualified for support and those who are within the average range of academic achievement. If after the student has not met adequate progress, further evaluation is recommended.

After the student is evaluated, the Learning Lab meets as a team with the evaluator and the various classroom teachers. If determined that there is a defined learning disability, they proceed by formulating an "Individualized Catholic Service Plan." The Learning Lab team then provides support for students with professionally identified learning needs who require specific accommodations and modifications.

3d. English Language Learners:

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The School Administration, Faculty and Staff are dedicated to our singular mission of creating and fostering an environment which enables students to grow in heart, mind and soul. We do this by offering an exceptional academic experience, grounded in faith. Here are some of the specific ways in which we engage, motivate and support our students.

Academically, our students benefit from our highly skilled and tenured faculty. Our math program, in particular, is structured to allow students with high potential, to pursue accelerated tracks, and enter secondary school with a mastery of Algebra I. Beginning as early as third grade, students are provided with focused math instruction by experienced instructors. Some note-worthy academic events include the prekindergarten Polar Expedition, the second grade Historical Wax Museum, the third grade Living Saints Museum, the fifth grade Living Stations of the Cross, sixth grade Roller Coasters and Shadow Puppet Show creations, seventh grade's Science Fair Competition.

Socially, our students benefit from an environment which is often referred to as a “family.” The many sets of siblings in the school; as well as former FHC students who are now on faculty, contribute to this sense of belonging. As well, regular school and celebrations – from the annual Christmas Pageant & Breakfast with Santa, to Spirit Day & parent “mystery readers” at library time for our Prekindergarten students – help our students feel “at home” here at FHC. Additionally, our after-school enrichment program offers opportunities to make new friends while exploring creative interests such as jazz dance, puppetry, 3D printing and more. Other social activities include the Homecoming/Spirit Week activities, Mother and Son Bingo and Daddy/Daughter Dance, and Pack the Gym Sports Nights, allowing our community to gather and celebrate, together.

Emotionally, our students first and foremost benefit from an engaged faculty and staff, who lead with listening. A recently hired School Counselor visits classrooms regularly; as well as working with students both individually and in small groups; to help them openly discuss their issues, and resolve conflicts.

Spiritually, throughout the school year, prayer services are organized for kindergarten through eighth grade students. Various prayer services are held on a day in October to celebrate the Feast of Our Lady of the Rosary, before Thanksgiving Break, and on Holy Thursday. In addition, in May, reciting the Rosary is led by parents in each classrooms. Two formal spiritual celebrations that occur in May include the Hope Ceremony and May Crowning. And the Stations of the Cross are experienced together by the school each Friday during Lent.

2. Engaging Families and Community:

FHC's continued success is owed in large part to the work of its talented and highly engaged School Board. Comprised of FHC parents, the Board works in close partnership with the Principal and Faculty to design and implement strategies which support student growth academically, spiritually, and morally.

A dedicated Parent Teacher Organization (PTO) also supports FHC in efforts ranging from large-scale fundraisers such as the annual Blarney Bash, which raises funds for capital improvements to providing dinners for teachers during holiday seasons. In addition, the PTO offers day-to-day support of faculty and staff via the room parent program, faculty breakfasts, and more.

FHC is committed to transparency and open communication with the community. Two weekly email communications – the Bulldog Bulletin, and FHC Newsletter – keep current and prospective families up to date on school and student activities; and encourage participation in upcoming events.

In terms of student achievements or challenges, parent conferences are hosted twice each academic year, offering teachers the opportunity to discuss student accomplishments, and areas of growth with parents, one-

on-one. The Principal and Assistant Principal maintain open lines of communication with parents at all times. In addition, the Principal hosts coffees with parents in specific grade levels to discuss strategies for the students in the particular grade. Evening parent meetings including Curriculum Night are held to provide specific information in order to keep parents informed of the education programs at FHC.

FHC is an active member of the broader community, maintaining membership in the local Chamber of Commerce. As well, the School is committed to ongoing community service programs supporting organizations such as Misericordia, and Feed My Starving Children. Student field trips further cement ties to the community, and include educational trips to local Fire Stations, museums, botanic gardens, theatres for plays, and parks.

3. Creating Professional Culture:

During recent school years all school teachers and staff members have been challenged by working during a pandemic, and in an overall health environment that has changed substantively. Our team has only grown more resilient, determined and compassionate. Our faculty looks for opportunities when another team member needs additional support and finds ways to support each other. The school leadership team joins this effort to provide educational and professional growth resources in order to ensure that our faculty remains satisfied and growing in their jobs. Faculty and staff outings such as attending a Chicago Cubs game when school is out, help cement social and emotional ties. An anti-threat training session by Beacon Training Group provided a full day experience for our teachers to increase their confidence and to prepare them to deal with a crisis, should such event occur. The teachers learned techniques designed to protect their students and themselves. They received updated classroom safety kits to help them more effectively deal with an intruder. These supports are provided to meet the wide range of staff needs during the school year.

With regard to professional learning directly related to teaching and learning in the classroom, teachers in kindergarten through fifth grade received webinars and instruction to implement the HMH Into Reading Program.

School leadership provides ongoing signs of appreciation during the school year to recognize the significant efforts our teachers make each day to create a positive and productive learning environment for our students. A Teacher Appreciation Station is stocked with healthy snacks and drinks for our teachers to grab and go or take a brief moment to chat with another staff member. Boxed lunches are brought in during parent conference days. During the last days before Christmas break, the Assistant Principal and Principal visited each classroom with a cart stocked with coffee and treats. While the teacher received a break to make a special coffee drink and chat with the Assistant Principal, the Principal supervised the students. These are small ways the teachers are supported by school leadership.

Our families are very supportive of our teachers throughout the school year, and often provide lunches other tokens of appreciation to our staff, including Door Dash dining certificates, and other treats.

These strategies meet the professional needs, social needs and emotional wellness needs of our teachers.

4. School Leadership:

The leadership of FHC is comprised of the school principal and assistant principal, a group of faculty leaders, the parish pastor, and an advisory school board. The shared vision of this

team is to design and administer a curriculum and environment which enable our students to grow in heart, mind and soul. Our mission is to deliver an exceptional academic experience, grounded in faith; laying the groundwork in our students which will enable them to become leaders in their community.

The Principal and Assistant Principal employ three primary leadership strategies; depending on the project or situation to be addressed. For teacher development activities, a transformational style is leveraged, to help teachers embrace and implement new instructional practices. A delegative, or participative style is

employed when designing new programs or curriculum. And with regard to teacher evaluation, the Principal and Assistant Principal leverage direct observation, regularly visiting classrooms to monitor and guide behavior appropriately. Teachers and their instructional practices are evaluated using the Danielson Framework. Weekly faculty meetings provide an opportunity for teachers to review curriculum and instruction, discuss new developments and ideas, and study student assessment data- with the aim of continually improving classroom best practices.

The Principal currently chairs a local council of Catholic School principals, a group which meets regularly to discuss social emotional curriculum, school safety, and other current trends in education. He is also a member of professional education associations. Access to these professional groups allows the Principal and school to remain informed about the latest educational trends and developments.

Two committees were recently organized to support development of the School's strategic plan, and to improve the safety and security of the school. Members of both committees include parents, members of the faculty, and the school leadership team. These committees have successfully accomplished their stated goals of improving the financial stability, enrollment trends, and safety of the school.

The Principal regularly collaborates with the church pastor and the parish staff team during bi-weekly meetings. Additionally, Advisory School Board meetings are facilitated regularly, to discuss and continually improve enrollment, curriculum, programs, fiscal health, and school safety. FHC administers the 5 Essentials survey to students in grades four through eight, as well as all faculty members and parents; in order to gather feedback on five domains correlated with student achievement. Through these various meetings and devices, the Principal and school leadership gain critical insights related to the school's strengths, and opportunities for growth.

5. Culturally Responsive Teaching and Learning:

The School of Saints Faith, Hope and Charity is at its core guided by the teachings of Jesus Christ. Our students and teachers love one another as they would wish to be loved. This core value reminds us all on a daily basis to be mindful of our differences, and to celebrate those differences.

We are proud of the diversity, and individuality, represented in our families, and our faculty. With our mission of nurturing heart, mind and soul; we remain committed to enabling each individual student to be the very best person they are capable of being. There are a number of faiths represented among our students and teachers. All students and faculty attend our spiritual and prayer services, but their individual participation is based on their own choice.

Our curriculum actively encourages exploration and understanding of other cultures; with lessons of inclusion taught regularly within classrooms, promoted and encouraged by our School Counselor, and through initiatives such as "Christmas around the World." One specific fundraiser held during Mardi Gras raises funds for students who attend the Andrew Grene School in Haiti. Our French Language teacher has had a long standing relationship with the founders of the school, and each year the school is supported. Other services projects involve students volunteering at a facility called Feed My Starving Children. Our students package food which is sent to third world countries to fight hunger. During the visits to the facility, they learn compassion through understanding the lifestyles of children in other areas of the world.

A group of our seventh and eighth grade students have the opportunity to collaborate with residents at Misericordia Home. Misericordia Home offers a community of care that maximizes potential for persons with mild to profound developmental disabilities, many of whom are also physically challenged. This program allows our students to gain lessons of how diversity makes us stronger and ultimately provides us with a happier world.

Finally, we are proud to have welcomed several international transfer students to FHC. Our Parent and Teacher Organization provides a number of supports for new families to our school who are new to our country. Parents arrange playdates and other types of social gatherings so students can meet their classmates before the school year begins.

PART VI - STRATEGY FOR EXCELLENCE

The one practice which we believe has contributed most significantly to FHC's ongoing success is our commitment to a continuous cycle of improvement, focused on three key areas: academic programming, facilities and community engagement. The cycle begins with the collection of quantitative and qualitative data to inform priorities.

With regard to academic programming improvements, data is collected from many sources, including iReady progress monitoring assessments, trimester cumulative assessments, reading assessments, and direct observation. Additional data is collected from student "Character Cards," which record positive and negative behaviors. The nationally recognized 5 Essentials Survey from the University of Chicago is also leveraged to inform priorities.

This data resulted in several recent enhancements to our academic programming, including the expansion of our Learning Lab team to support the individual learning needs of all students; several recent additions to faculty, the launch of a dedicated STEM classroom, and a redesign of our library/media center to facilitate increased utilization.

With regard to facilities, school leadership collaborates with faculty and families to set priorities related to physical improvements. This partnership resulted in a number of capital improvements being prioritized and completed in 2021-22. Electrical infrastructure was updated, resulting in lower energy use and cost savings; and supporting our increased use of technology on campus. As well, TV monitors & document cameras were installed in each classroom. Our art classroom was expanded into a fully-functioning art studio, allowing students space to truly create.

With regard to community engagement, the School maximizes the support received from our Catholic community. We remain firmly committed to a close, working partnership with our School Board; and leverage the voice of the community in all of our work. Our families support the efforts of our dedicated teachers by generously sharing their time and resources.

Our increased community outreach via local advertising, trade shows, and school events such as Grandparents' Day, have resulted in consistent increases in student enrollment over the past two years.

As a result of this continuous cycle of improvement, students at the School of Saints Faith, Hope and Charity enjoy a nurturing and productive environment where compassion, knowledge and commitment from our teachers sets the tone. We function as one community, aligned with the same mission and vision -- to enable our students to grow in heart, mind and soul.

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? \$10995
(School budget divided by enrollment)
4. What is the average financial aid per student? \$2649
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 2%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2021-2022)¹. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.

These reports must include:

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

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

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

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

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

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

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