

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

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

Name of Principal Mr. David Wood

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

Official School Name Our Lady of the Wayside School

(As it should appear in the official records)

School Mailing Address 432 S Mitchell Ave

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

City Arlington Heights State IL Zip Code+4 (9 digits total) 60005

County Cook State School Code Number\* 05-016-667X-10

Telephone 847-255-0050 Fax 847-253-0543

Web site/URL http://www.olwschool.org E-mail information@olwschool.org

Twitter Handle \_\_\_\_\_ Facebook Page Our Lady of the Wayside School Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Sister Mary Paul McCaughey, Ed.D E-mail: mmccaughey@archchicago.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Tel. \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Jeff Utech

(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 that it is accurate.

\_\_\_\_\_  
Date

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

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, Office for Civil Rights (OCR) requirements is true and correct.

1. 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.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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

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All data are the most recent year available.

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

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

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	40	37	77
K	23	23	46
1	24	28	52
2	23	14	37
3	22	23	45
4	21	19	40
5	27	29	56
6	28	29	57
7	26	21	47
8	20	31	51
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	254	254	508

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % White
  - 3 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	1
(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	560
(5) Total transferred students in row (3) divided by total students in row (4)	0.007
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0%  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0%  
 Total number students who qualify: 2

9. Students receiving special education services: 4 %  
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- |                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>4</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	29
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 17:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	98%	99%	99%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
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. 1996

15. Please summarize your school mission in 25 words or less: To provide a vital Catholic environment that enriches the mind and fosters the faith of each student.

## **PART III – SUMMARY**

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Our Lady of the Wayside School (OLW) has served the Catholic community of Arlington Heights since the mid 1900's. Named after a fifth century painting of the Blessed Mother, the church was officially founded in 1952. By May of 1953, construction began on the parish school. Over a year later, the new school was ready for seven lay teachers, four Dominican Sisters and three hundred students to begin the task of learning. Today Our Lady of the Wayside School continues to provide a strong preschool through eighth grade Catholic education for over five hundred students. There are traditionally two or three classrooms per grade with approximately twenty students in each class.

The history of Our Lady of the Wayside School has been and continues to be a positive reflection of the Gospel of Jesus. Daily prayer, liturgy, works of charity and community outreach are always being enhanced and improved to help make Wayside students authentic and effective disciples of Christ. OLW provides a strong Catholic environment where students will come to realize a religious faith and lifelong value system. The introduction of a weekly Catholic Virtues class last year further supports the mission to nourish students' positive self-esteem, an acceptance of others, and the self-confidence to resist social pressure. A school social worker also meets regularly with groups of students to promote team building and to build social skills. The staff also participates in regular team building activities and spiritual retreats. These retreats have helped the staff to bond as a community so that it may better serve the students.

A commitment to academic achievement begins with the early childhood preschool and kindergarten programs. These programs lay a foundation for education that will lead to a child's love of learning. These programs offer an atmosphere in which each child can begin to develop his or her own identity and have many opportunities to succeed. Through support from Roosevelt University, OLW has updated much of the curriculum on its journey to becoming a Balanced Literacy School. This journey is acknowledged in the book *The New Balanced Literacy School: Implementing Common Core*. These curriculum changes involved every member of the staff and have allowed OLW to remain competitive with the high performing public schools in the area. OLW has also been able to apply many of the principles learned through its partnership with Roosevelt University to other subject areas beyond reading and language arts. Since this partnership began, the faculty has engaged in more productive team meetings focused on student learning and growth. Academic programs are built on Best Practice to ensure the development of a well-rounded child. It is this foundation upon which all members of the community build as OLW pursues academic excellence and develop its students into leaders.

The teaching staff is composed of professional individuals who are guided by their Catholic faith. These mentors, along with parents and alumni, sponsor numerous extra-curricular opportunities to foster student growth outside the daily curriculum. Students are offered opportunities to participate in Student Council, Technology Club, Writing Club (publishes a literary magazine three times a year), Scholastic Bowl, Trivia Club, and Yearbook. Over 100 students participate in the Beginning, Honor, and Concert bands. The Family School Association (FSA) also provides additional enrichment opportunities through the C.O.R.E program (Continued Opportunities for Reinforcement and Enrichment). This after school program offers classes for six weeks at a time, twice a year. C.O.R.E classes include opportunities for enrichment in subjects such as chess, pottery, drama, literary clubs, science exploration, dance, and speed and agility.

The parent Booster organization works with the school athletic director to provide competitive sports programs. Athletics are available to students in grades five through eight and include cross-country, track and field, volleyball, basketball, cheerleading, and girls' softball.

Fundraising efforts of the Family School Association provide not only opportunities for building community among school families but provide much needed funds that enrich the schools programming. In recent years, the FSA's efforts have allowed the school to add new technology such as Smart Boards, lap tops, tablet devices, projectors, and a wireless network. It has also added thousands of books to the school library, provided funds for a part-time school social worker, sponsored cultural arts assemblies, and much more.

OLW had the distinct honor of receiving the National Blue Ribbon School Award in 1996. That recognition contributed significantly to the school's growth. It also demonstrated to the local community that OLW was committed to developing students' faith while providing them with the highest standards of academic excellence. Today, with numerous collaborative relationships, ongoing professional development, and implementation of best practices, OLW's commitment to "enriching minds" and "fostering faith" remains stronger than ever.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The curriculum at Our Lady of the Wayside Catholic School is currently aligned with Illinois Learning Standards and Chicago Archdiocesan Standards, as we continue to align and implement Common Core Standards and infuse 21st Century Learning Skills.

**Reading/English Language Arts**– The reading/English language arts curriculum is research-based and incorporates the key components of Balanced Literacy. Reading instruction in the elementary grades focuses on phonemic awareness, decoding, comprehension strategies, fluency, accuracy and word work. Foundational skills are acquired through whole class experiences such as shared reading and mini lessons. In an effort to meet the needs of all of the students, including those performing below or above grade level, students meet in guided reading groups and word study groups to tailor the instruction to meet their individual strengths and needs. The middle school instruction builds on the areas of focus with a variety of novel studies. Foundational skills are acquired through whole class instruction using whole class novels. In an effort to meet all of the students’ learning styles, including those performing below or above grade level, the middle school students work in additional novel study groups including literature circles and independent novel studies. Further learning resources are available for literacy support in grades kindergarten through eight. The English language arts curriculum focuses on writing and grammar study. The foundational skills needed for grammar are provided through whole class instruction. Foundational skills in writing are acquired through a Writers Workshop format in all grades. The writing curriculum is based on both Lucy Calkins Units of Study (K-5th) and Six Traits Writing (6th-8th). Conferencing, both individual and small group, is utilized to ensure that all of the students’ needs are being met, including those performing below or above grade level.

**Mathematics** – The mathematics curriculum was chosen to meet the standards, compete with local school districts and prepare students for high school. It is rooted in the philosophy of developing critical thinkers and problem solvers learning to communicate and reason mathematically. Instruction incorporates a variety of hands-on experiences. In the elementary grades, foundational skills, including number sense, operations, fact fluency, measurement and mathematical reasoning are acquired through whole group instruction and independent practice. To ensure all students, including those performing below or above grade level, are acquiring these skills, students in kindergarten through third grade meet in small groups based on different needs. In fourth and fifth grade, students are placed in ability-based math instruction groups. Math instruction in the upper grades builds on this foundation and scaffolds the instruction to include algebra, geometry, statistics and probability. Foundational skills are acquired through whole group instruction, partner work and independent practice. In an effort to meet all the learners’ abilities, including those performing below or above grade level, students are placed in ability-based math instructional groups.

**Science** – Experiential learning is the methodology behind the science curriculum. The curriculum was chosen to align with Next Generation standards and to prepare students for high school level science. In kindergarten through fifth grade, students experience hands-on exposure to the scientific method through units developed in the areas of earth, life and physical science as well as engineering. In middle school, the students take their knowledge and experience even further by participating in hands-on, in-depth units in the school’s science lab. The seventh graders participate in an annual science fair, which teaches them how to apply their understanding of the scientific method to a topic of interest. Many students advance to local and state competitions. Throughout kindergarten through eighth grade, students work on projects and lab experiments in cooperative groups, which are created to meet each learners’ strengths and needs.

**Social Studies** – The social studies curriculum was chosen based on state standards and incorporates the eight strands of social studies learning: History, Geography, Economics, Government, Citizenship, Culture, Science and Technology, and Social Studies skills. Hands-on, research based units were created at each grade level to provide a scaffold of learning and understanding. Foundational skills are acquired through explicit instruction, research projects and investigations. Students work as navigators of learning through

research groups, which are based on different learning needs. Additionally, through presentations posted online and blog responses, learners can work at their own speed to acquire the information.

Our Lady of the Wayside offers preschool for both three and four year olds. The preschool curriculum focuses on literacy, math, social learning, and self-awareness through play and experience. The early childhood program aligns with the kindergarten through third grade standards by providing a foundation of skills. In all preschool classrooms, the children are exposed to literacy through letter and sound recognition with Jolly Phonics in addition to shared and interactive writing experiences. Math experiences give them the exposure to numbers, shapes and patterns. Through these exposures with literacy and math, the children have a strong foundation to excel and be prepared for success in kindergarten and the primary grades.

## **2. Other Curriculum Areas:**

**Fine Arts** – The Fine Arts curriculum is supported through the instruction of music and art. Students in kindergarten through eighth grade receive weekly instruction in both music and art. Music instruction is accomplished through the Orff method. This type of instruction teaches children about music through an engagement of their mind and body using a mix of singing, acting, dancing and the use of instruments. The art curriculum focuses primarily on cross-curricular connections utilizing a variety of media to craft various projects aligned with the core curriculum. Through the Art Parent volunteer program, students also study various artists in history and try to emulate their style and craft. Music and art instruction support the acquisition of core skills and knowledge through the integration of read aloud, word walls and writing into the students’ learning experiences.

**Physical Education/Health** –The physical education curriculum emphasizes physical health through fitness, exercise, team cooperation and good sportsmanship. Students in kindergarten through fifth grade receive physical education instruction once a week. Students in sixth through eighth grade receive physical education instruction twice a week. The programs focus on an individual’s well being through activity and healthy habits. The upper grades also complete the Presidents Challenge. The health curriculum is taught to students in sixth through eighth grade once a week. This curriculum incorporates a hands-on study of being a healthy individual, including making good choices, good hygiene, drug awareness, and a deeper look at the inner workings of the human body. Physical education and health instruction support the acquisition of core skills and knowledge through the integration of read aloud, word walls and writing into the students’ learning activities.

**Foreign Language** – Our Lady of the Wayside is in compliance with the program’s foreign language requirements. Students in kindergarten and first grade are part of a once a week pilot program with Language Stars to immerse young learners in the Spanish language. Students in fifth grade receive instruction once a week; in sixth grade, they receive instruction every other day; and, in seventh and eighth grade, they receive daily Spanish instruction. The Spanish program builds vocabulary acquisition and basic grammar by using a variety of hands-on methods. As their knowledge increases, students begin to use written and oral language to communicate their understandings. The program infuses the culture, history, and geography of various Spanish countries into their studies. The Spanish curriculum supports the acquisition of core skills and knowledge through the integration of read aloud, word walls and writing.

**Technology** – The technology curriculum is based on the ISTE standards for students, teachers and administrators. In kindergarten through eighth grade, the technology curriculum is integrated into the daily instruction in classrooms. Through the frequent use of laptops, a computer lab, SMART boards, and document cameras, teachers and students are provided numerous opportunities to expand their knowledge into areas of digital learning. The computer lab is used for whole class learning of different programs to be used further in the classrooms. Some classrooms support digital learning by using technology as part of their learning centers. Other classrooms incorporate digital learning projects through various programs and platforms, such as PowerPoint, Prezi, Google Docs, Excel, Publisher, and even classroom blogs. All of these integrations optimize the world of technology while students learn the necessary methods needed to apply their understanding to a variety of digital projects. Also, technology is utilized in a variety of ways to support the home-school connection. At home, students in kindergarten and first grade use Raz-Kids, an online-leveled reading program, to further enhance their reading instruction. Mathletics, an online math

program, enhances the math program in first through eighth grade by providing extra practice and enrichment opportunities. Teachers use an online grade book called PowerSchool and also maintain classroom webpages to keep parents up to date on the classroom happenings.

Religion – Religion instruction occurs daily in all classrooms. Living the word of God is the basis of the religion curriculum. Through the study of Catholic doctrine and scripture, reflections, and service projects, the Catholic faith is developed in every aspect of the students' day. At every grade level, the students participate in liturgical activities throughout the year.

### **3. Instructional Methods and Interventions:**

Our Lady of the Wayside School (OLW) offers a challenging curriculum that develops the whole child to be prepared as a learner for life. This learning model highlights the talents and gifts of each child to help him or her reach his or her utmost potential within the school community and beyond. The instructional approaches and methods are researched based and support the learning model of meeting all children with their learning strengths and needs.

One instructional approach incorporated daily is small group instruction, which allows for the differentiation of content and skill. Through small group instruction in all curricular areas, teachers are able to hone in on specific skills and strategies that best support the learners developmentally. This approach allows for the teachers and students to be connected on a personal level and that, in turn, provides a solid individual learning experience. Through these differentiated small groups, individualized instruction ensures that there is a high level of student learning and achievement by meeting the diverse needs of students and achieving instructional goals.

Various forms of assessment are utilized as an instructional method to drive the instructional goals and ensure high levels of student learning by meeting diverse needs. Two specific forms of assessment are Formative Assessment and MAP testing. Teachers use Formative Assessment to inform their instruction ensuring that all students are meeting the instructional goals. Formative Assessment is a quick snapshot of specific goals and allows for constructive feedback and an opportunity to have reteaching occur if necessary. Both teachers and students provide the feedback on this type of assessment allowing for the students to have a voice in their learning and understanding. MAP (Measuring Academic Progress) testing is administered to second through eighth grade in both reading and math. The data collected provides the teachers with specific areas to target through modifying or enriching the curriculum.

Intervention is a key component to meeting the diverse needs of the students and is part of the tiered instructional process. There are two resource teachers on staff. Students needing extra support are serviced by one of the two resource teachers either for short-term intervention or long-term ongoing interventions. The resource teachers work closely with the classroom teachers to guarantee that the interventions support classroom instruction and enable the students to meet the necessary instructional goals.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Results from the last five testing administrations of Terra Nova indicate that Our Lady of the Wayside (OLW) students perform well, consistently exceeding national norms as well as the averages of the schools within the Archdiocese of Chicago. Testing results from last spring indicate that in reading 57% of the students scored above average (greater than the 75th percentile) and that 87% scored above the average range (greater than the 49th percentile). In math, 62% of the students scored in the above average range and 87% scored average or higher. With less than 5% of the students in the lowest quartile (25th percentile or below) in math or reading, OLW feels that students are performing well in regards to national standardized assessments.

In analyzing the Terra Nova reading scores for the last five years, the data shows that students perform fairly consistently from year to year. In grades three and seven, mean scale scores show a variation of less than five points from the highest to lowest scores. The most significant variations are in fifth and sixth grade, where the difference in scale scores was 12.7 and 14.9 respectively. Both fifth and sixth grade had new teachers providing reading instruction, which may have been a variable in both of those grades receiving their lowest scale scores in the past five years this past spring.

Terra Nova math scores have shown more variation over the past five years; however, since 2011 math scores have become increasingly more consistent. This improved consistency is most likely the result of changes in the curriculum to align with Common Core Standards and development of Year Long Plans to guide instruction in every classroom. OLW also began ability grouping in fourth grade in the 2010-2011 school year. Increased emphasis on word problems and writing in math has also most likely contributed to gains in OLW's math scores.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

In recent years Our Lady of the Wayside has used information from the Terra Nova 3 exam, given in third through seventh grade, and the EXPLORE test, given in grade eight, to gauge school performance and guide instruction for students. In the 2014-15 school year, OLW also added MAP (Measure of Academic Progress) testing to provide an additional data point for analyzing student and school performance.

Before Terra Nova results are sent home to parents, the administrative team prepares folders for the teachers that include Instructional Grouping Reports, an Assessment Summary that shows mean scores and standard deviations as well as local percentiles and quartiles, and an Assessment Summary that shows the anticipated versus obtained scores for each student. The faculty reviews these folders and then meets to identify the strengths and weaknesses shown by the data. Significant performance changes are noted and marked for further review. The quartile report identifies students that appear to be struggling based on this single standardized measure. Classroom and resource teachers meet to discuss if further intervention is necessary for those students scoring in the lower two quartiles. These students are progress-monitored using AIMSWEB to see what additional support may be needed and if interventions put in place are providing expected results.

The faculty also uses the Item Response Report from the EXPLORE test, as well as other reports from EXPLORE, to gauge student understanding of various topics. The teachers look at what percentages of students missed certain questions or did not answer certain questions. This helps to identify topics that may need additional instruction. It also points out concepts that may not have been taught to students prior to the exam as well as any apparent weaknesses in test taking skills. Use of EXPLORE reports has driven revisions in OLW's curriculum so that it provides deeper instruction of certain topics and provides opportunity to build up basic skills that may need more practice in lower grades.

## **Part VI School Support**

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### **1. School Climate/Culture**

Our Lady of the Wayside (OLW) has established a partnership with Roosevelt University as a participant in their Balanced Literacy grant. During the past three years, the coaches from the university have placed a great deal of emphasis on helping OLW change its culture and build capacity. Under their guidance OLW has changed grade level meetings to be more student focused. A tool was created to guide the teachers during meetings, and meeting norms were established to help promote positive meeting experiences. These norms remind the teachers to be on time, stay focused on agendas, to listen carefully, and respect one another.

Student focus is also demonstrated by the teachers through their commitment to sponsor clubs and additional learning opportunities for students outside of the classroom. Many middle school students are actively engaged in the student council. They plan dances and activities for the middle school students. They also lead the school in prayer each morning and make announcements celebrating achievements in athletics and other groups such as the Scholastic Bowl team. Teachers sponsor a number of clubs such as the Yearbook, Literary Magazine, and the Tech Club. These clubs provide social opportunities while enhancing academics as well.

Academic achievements are recognized in the elementary building through the Principal's Award. Each week teachers submit student work to the principal. Students' names are read during announcements and their work is displayed in the school lobby. Middle school students are recognized through an Honor Roll. All students receive comments of encouragement and support from teachers and the principal on their report cards. The principal writes comments on the report card of every student.

Each week the school also promotes character education by celebrating a specific virtue such as patience, kindness, or organization. Teachers recognize students that are caught practicing those virtues by turning in their name to the principal. Those names are also read aloud during morning announcements.

Teachers have the opportunity to share and celebrate one another regularly at faculty meetings and monthly pizza lunches. They share work and provide positive and constructive feedback. Through the National Center for Literacy Education Asset Inventory, OLW has been able to define areas of strength and needed improvement. Teachers have met in small groups to share personal experiences and opinions on the school in an effort to build capacity and promote collaboration. Suggestions from the faculty have been enacted by the administration so that everyone knows that they play an important role in creating the school culture.

### **2. Engaging Families and Community**

Our Lady of the Wayside School (OLW) has been successful in creating a culture where the school and community work together for the greater good of its students. As a Catholic school, OLW does not always have the resources necessary to fill all its needs. Thus, OLW asks its school families, parish members, and friends of the community for their help. They are asked to share their time, talent, and treasure. In return for their generosity, OLW can obtain the resources necessary to prepare young people academically, socially, and spiritually for larger roles in the community.

The Family School Association (FSA) plays a key role in bringing our community together and providing for the needs of the students. The FSA runs a number of events throughout the year that not only provide social opportunities for the community, but also help raise funds for the school's Annual Fund. The Annual Fund provides funding each year for a part-time school social worker. It has also allowed the school to make great technology gains in recent years. Through the Annual Fund the school has added a wireless network, over sixty lap top computers that are used daily by students, Smart Boards, and so much more. This would not be possible without the generosity of the school, parish, and local community.

OLW also benefits from countless volunteers that help after school, coordinate dozens of school programs,

and coach our student athletes. These volunteers support the teachers and help them positively influence the students of OLW. Knowing that so many people are supporting them gives the students reason to do well and give back to the community.

The relationship between school and student creates the next generation of those who wish to “reinvest” in OLW. Whether it is an alumnus who returns as a teacher, school advisory board member, or parent of a future student, it comes from his/her positive experience at OLW. The teachers love to see their former students visit their classrooms. They like meeting their children or learning that several former students have stayed connected and are standing up in each other’s weddings. These connections deepen people’s relationship to the school and make them want to give back.

OLW continues to improve because the culture asks “how can we help,” not “do you need help?” The family and community members know their support is valued because OLW welcomes them into the school, listens to their ideas, and works together to prepare the students to become active and engaged young people.

### **3. Professional Development**

Teachers participate in regular professional development meetings on Wednesdays after school. These meetings are organized by the teachers that serve on the Balanced Literacy Team, the school’s curriculum coordinator, and the school administration. Teachers also participate in workshops with coaches from Roosevelt University that visit OLW on a weekly basis.

The Balanced Literacy Team has led a number of book clubs with the teachers. The most recent book club focused on Notice and Note: Strategies for Close Reading by Kylene Beers and Robert E. Probst. The Balanced Literacy Team divided the school staff into groups. Each group was assigned the task of reading one chapter of the book, implementing the sign post from their chapter in their classroom, and then preparing a presentation about their chapter for the rest of the faculty. These presentations were videotaped so that they could be reviewed again by teachers.

The focus of our partnership with Roosevelt University this year has been on improving Formative Assessment and student feedback. Each month teachers have reviewed a different tenet of Balanced Literacy and shared examples of how they assess it in their classroom. They have also discussed the feedback that they give on assessments and how they document that feedback.

The curriculum coordinator has worked closely with reading teachers to model how to conduct purposeful read alouds, create activities for using language walls, and implement guided reading and close reading in the classroom. The curriculum coordinator has also assisted in the implementation of the new writing programs as OLW works to show the important role that writing plays in every classroom. Regular meetings are also held with individual teachers and teams to help develop units and assessments.

The administration encourages teachers to use the professional development dollars allotted to each teacher as part of their contract. Each teacher is given \$1200 to use in their own professional development. The workshops teachers attend help them in their implementation of Common Core, differentiation, using technology, and other important educational topics. Teachers are encouraged to share what they learn with their grade level teams and other members of the faculty.

The coaches from Roosevelt University that visit OLW work with the teachers to help them improve their instructional practices and increase focus on student achievement. They collect samples of OLW’s progress to share with other schools and bring artifacts from other schools to share with OLW’s staff.

### **4. School Leadership**

The leadership of the school believes that collaboration is essential to building a successful school. The staff is in the early stages of developing a Professional Learning Community as the staff works to change the way it communicates and works together.

The principal is supported by an administrative team made up of three individuals. Each of the administrative team members splits the day between teaching and administrative responsibilities. Each administrative team member is responsible for a different aspect of administration based on their individual talents and skills. While they each contribute in many small ways, their primary responsibilities are assisting with discipline, evaluation, and maintaining the school database Power School. The team meets regularly and each member is able to offer opinions and suggestions to better ensure that each decision made by the administration serves the mission of the school.

The curriculum coordinator and principal work closely with the teachers to drive instruction. Regular meetings are held to review and revise curriculum. This collaboration is essential as the staff works to create and devise units and curriculum that not only align with the Common Core State Standards but provide the necessary rigor and challenge to help OLW students pursue academic excellence. Goals for implementation are set through collaboration between the teachers and administration.

The Balance Literacy team, made up of teachers from the primary, intermediate and middle school levels, also plays a key leadership role in the school. Their collaboration has been essential in driving a culture change that places a greater emphasis on literacy. Over the past three years they have been instrumental in advising the administration as it has implemented many new programs and changed the way OLW looks at instruction.

OLW is also fortunate to benefit from the leadership of coaches from Roosevelt University. The Director of Literacy and coaches each spend time at OLW interacting with the teachers at their regular weekly team and faculty meetings. Information is also presented and shared at workshops held every other month at the Roosevelt University campus.

Under the direction of Roosevelt University and the administration, the teachers also completed the National Center for Literacy Education's (NCLE) Asset Inventory. Through this inventory the staff has identified strengths and weaknesses in how OLW builds capacity as a school. This survey has been a subject of conversation at a number of faculty meetings and suggestions from staff are being used by the administration to guide some future decision making. This has helped add to OLW's collaborative culture.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

### 2014-2015 Tuition

Grade	Amount
K	\$4576
1	\$4576
2	\$4576
3	\$4576
4	\$4576
5	\$4576
6	\$4576
7	\$4576
8	\$4576
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student?      \$5506  
(School budget divided by enrollment)
5. What is the average financial aid per student?      \$59
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      2%
7. What percentage of the student body receives scholarship assistance, including tuition reduction?      3%

## PART VIII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	648.4	636.9	645.1	625.6	635.5
Number of students tested	41	55	64	56	67
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

#### NOTES:

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	657.2	664	652.5	646.4	646.6
Number of students tested	57	63	57	62	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	680.8	686.5	688.5	694.3	689.9
Number of students tested	62	56	62	67	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	701.5	700.7	697.3	705	691.3
Number of students tested	47	52	59	48	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	716.5	717.3	721.3	700.7	715.5
Number of students tested	50	58	46	58	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	646.3	651.9	655.2	646.2	648
Number of students tested	41	55	64	56	67
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	666.6	663.7	664	667.6	668.7
Number of students tested	57	63	57	62	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	682.9	686.4	695.6	691.9	694.5
Number of students tested	62	56	62	67	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	686	700.8	698.9	700.9	691.1
Number of students tested	47	52	59	48	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Terra Nova Third Edition</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2008</u>
<b>Publisher:</b> <u>McGraw-Hill CTB</u>	<b>Scores are reported here as:</b> <u>Scaled scores</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	700.4	698.2	702.6	698.8	702.2
Number of students tested	50	58	46	58	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Other 1</b>					
Average Score					
Number of students tested					
<b>2. Other 2</b>					
Average Score					
Number of students tested					
<b>3. Other 3</b>					
Average Score					
Number of students tested					

**NOTES:**