

**U.S. Department of Education**  
**2016 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. Richard D. Hart M. Ed.

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

Official School Name St. John the Beloved School

(As it should appear in the official records)

School Mailing Address 905 Milltown Road

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

City Wilmington State DE Zip Code+4 (9 digits total) 19808-2296

County New Castle

Telephone (302) 998-5525 Fax (302) 998-1923

Web site/URL http://www.saintjohnthebelovedschool.org E-mail rdhart@saintjohnthebeloved.org

Twitter Handle \_\_\_\_\_ Facebook Page https://www.facebook.com/stjohnthebelovedschool 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, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Louis De Angelo E-mail ldeangelo@cdow.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catholic Diocese of Wilmington, Delaware Tel. (302) 573-3133

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

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

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

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

## Part I – Eligibility Certification

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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. 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

**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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	27	22
K	22	29	51
1	26	24	50
2	35	20	55
3	30	24	54
4	32	26	58
5	38	25	63
6	30	32	62
7	32	32	64
8	35	30	65
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	302	269	571

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 88 % White
  - 4 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school 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, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	0
(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, 2014	571
(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

6. English Language Learners (ELL) in the school: 3%  
31 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 7%  
Total number students who qualify: 41

8. Students receiving special education services: 5 %  
37 Total number of students served

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

- |                                 |  |
|---------------------------------|--|
| <u>1</u> Autism                 | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness               | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness         | <u>0</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance  | <u>5</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment     | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation     | <u>2</u> Visual Impairment Including Blindness |
| <u>19</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	97%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<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.

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

The Mission of St. John the Beloved School is to teach and model the Gospel of Jesus Christ, foster academic excellence and encourage service to others.

## PART III – SUMMARY

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While most successful Delaware Catholic schools have become regional, Saint John the Beloved (SJB) remains a parish grade school with a strong, stable enrollment of over 570. With a foundation in Franciscan values, the school has continued to expand its scope of educating students from Kindergarten to eighth grade by including a preschool program for three and four year old children. Close to 40% of SJB students have a parent who graduated from the school and seven teachers are former graduates. The strength of the SJB program draws from the integration of parent and community involvement as well as from a vision-driven administration and faculty. Resulting from collaborative efforts, SJB graduates students with high Terra Nova scores and many high school scholarships.

Built in 1953 on a former nine acre farm, the SJB school building has experienced continuous expansions due to ever-growing enrollment. In 1983, an extension was built to house the library/media center and small-group reading classrooms. Another major renovation occurred in 2010 with the construction of a new separate building to accommodate Pre-K, Kindergarten, Spanish and Art. The following year brought major renovations for the Computer and Science Labs and Nurse's Office. Accompanying these upgrades were new computers, servers and wiring to accommodate growing technology needs for Internet and wireless networks. Such improvements advanced instruction in 21st Century learning and integration of technology. With the exception of the Music Room and Gym, all buildings are connected by hallways or covered walkways. SJB is a "closed campus"; students are always supervised by an adult.

The Mission of the school: "to teach and model the Gospel of Jesus Christ, foster academic excellence and encourage service to others" is alive and integral to the daily operation of school programs. The Mission is visible through the interactions of faculty, staff, students and parents and is the driving force that holds academic, religious, arts and sports programs together. It flows from Franciscan Spirituality as the school was initially staffed by the Franciscan Sisters of Philadelphia. This foundation demands faith in God as well as attitudes consistent with Franciscan values of Peacemaking, Respect, Reverence and Responsibility. It is the ideology that separates St. John the Beloved from other institutions, public or private.

The administration and faculty continually review academic standards and student performance in order to implement practices that enhance differentiated instruction, varied assessment and the integration of technology into every lesson. Generally, SJB enjoys above average performance on standardized testing. For the past two years, grades 3-8 have been invited by the Educational Testing Service to participate in a research study designed to improve existing assessment instruments. As part of the study, SJB students complete computerized reading tests that measure basic reading and comprehension skills.

SJB has a rigorous academic program as evidenced by high Terra Nova scores in grades two through eight. The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources and assessment. Further, it provides field experiences that promote students' critical thinking, reasoning, problem-solving skills and study skills. Expectations for academic excellence, age-appropriate responsibilities and social equity are integrated into the curriculum. Students are encouraged to take ownership of their learning through incorporation of opportunities for problem-based learning and collaborative work with their peers.

All students in grades K-5 are screened for competencies in word decoding, reading fluency and comprehension. Students scoring below benchmark are eligible for support by in-house Reading Assist tutors. These students receive 1:1 tutoring from trained mentors three times per week and the interventions are targeted to their weaker reading skills. The school staff includes a part-time Instructional Coach to assist teachers with implementing reasonable accommodations for our students who have received psycho-educational testing. The school Counselor, Instructional Coach and Reading Assist Coordinator function as an Academic Support Team providing guidance as well as establishing appropriate interventions. At the other end of the Bell Curve, 5th – 8th grade accelerated students have opportunities to participate in advanced academic courses for math and language arts, as well as state sponsored competitions for math, science and social studies.

SJB strongly supports the arts, music, foreign language and sports; therefore, all students pre-K to 8 take classes for Spanish, music, art, gym and technology. Student enrichment such as chess, cooking, Lego robotics, instrumental band, choir, music lessons, Girls on the Run, Boy/Girl Scouts, Science Explorers, Soccer Shots, plus Computer, Service and Italian Clubs are available to all students except Early Childhood children. The parish Athletic Association sponsors year-round competitive sports at all levels.

SJB growth and progress is strongly based on a commitment to always put students 1st. The expectation is that graduates of St. John the Beloved are not only successful academically, but also are confident young people with integrity, grit and solid knowledge of their Catholic/Christian faith.



## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

At Saint John the Beloved School, administrators and teachers believe that a welcoming, child-centered environment where students experience a sense of belonging, safety and self-worth establishes positive student attitudes towards thinking and learning. Of equal importance to basic curriculum is student development of “non-cognitive skills” such as resilience, grit, motivation and agency. Upon entering school, students and teachers are visually stimulated by colorful seasonal décor in entry ways, hallways and stairwells. Student writing samples and art work line the walls and are rotated in display cases. All school days begin with friendly greetings from administrators and school-wide prayer led by Student Council officers over closed-circuit broadcast. Recitation of the school mission as well as commitment to our school goals ( be respectful, reverent and responsible) and the Prayer of St. Francis are components of daily prayer.

The school incorporates State Standards, Common Core and Diocesan Standards as well as the school’s own Franciscan philosophy when pulling curriculum together. Every curriculum area is reviewed and textbooks are replaced on a five-year cycle with strong emphasis placed on integration of technology, kinesthetic activities, communication skills (reading/writing/speaking) and progressive, sequential learning. Teaching strategies and instructional materials are designed to meet the needs of all students at approaching, on or beyond grade abilities.

Kindergarten through 5th grade students experience large and small group instruction and individual instructional coaching as needed. Beginning in 5th grade, students rotate among four core teachers: math/science; social studies/religion; language arts (ELA) and Spanish. Although every student experiences the same curriculum, middle school students are separated into three differentiated instructional groups where assessment/expectations and pacing are based on ability levels and learning styles. This promotes student confidence and success by providing appropriate accommodations for those performing below grade level.

In 2013, SJB upgraded to Wonders Reading (K-6, McGraw-Hill). Although the series is web-based, students also have hard-copy anthologies, reading/writing texts, practice workbooks and individual supplemental books. The sequential program addresses Common Core Standards and affords practice in reading complex texts and finding text evidence. The basic ELA curriculum is enriched through two supplementary programs: Scholastic Reading Counts and Step-Up-to-Writing (Sopris/West). Both programs are utilized in grades K-8 for improving reading comprehension skills, sequential development of note-taking skills, and paragraph composition. This approach provides teachers with appropriate methods to evaluate student progress. Easily woven into the ELA program, are guidelines for written expression in content areas where teachers expect analytic essay answers with well-organized paragraphs.

In 2014, SJB upgraded to Fusion Science (K-8 Houghton Mifflin Harcourt) which is web-based and designed for building scientific critical thinking skills. Scope and sequence is based on five Strands: Nature of Science; STEM; Life Science; Earth Science and Physical Science. STEM essentially includes Technology and Engineering. Progressively, students K-8 learn work of scientists, scientific engineering and technology, plant and animal cells, and the Periodic Table. Science teachers plan virtual or hands-on labs twice per month sometimes with assistance from parents. Home & School parents pay for dissecting materials and microscopes for 7th and 8th grade classes.

In 2015, SJB upgraded to My Math (K-6th, McGraw-Hill). This educational program is web-based and incorporates Common Core Standards approved by the National Council of Mathematics Teachers. Beginning with Kindergarten, Algebraic and Geometric concepts are covered at each grade level. Intermediate levels (2-5) practice timed drill and mental skills with multiplication tables to increase speed and accuracy. Parents assist by reviewing addition-subtraction facts and multiplication tables on a daily basis. Seventh and eighth grade students are academically grouped and upon graduation, 30% finish and test out of 9th grade Algebra I; 70% complete Pre-Algebra. SJB students achieve accolades from high school admissions personnel for a strong ability to follow directions and problem solve.

Religion and Social Studies curricula intersect as SJB takes a service approach to world history beginning with examining communities, map-reading skills, understanding consumers/producers, and extending to the study of World, Delaware and US histories. SJB strives to educate students as citizens who have understanding of their democracy as well as knowledge of other countries and cultures. SJB approaches the study of cultures and histories based on this outline: Pre-K-2: Raising Awareness; Grades 3-5: Building Relationships; Grades 6-8: Changing the World.

Three/Four-year-old Early Childhood (ECP) groups are complete readiness programs based on State Benchmarks. Skill development is sequential through first grade and all children attend weekly classes in Spanish, computer, library and gym. Informal/ formal assessments are conducted 1:1 by the teacher and Trimester Progress Reports are sent to parents. Beginning with 4ECP, children complete daily work based on 3 components: language arts (letters and phonemes); math (numbers, sorting, shapes), and fine motor skills (art projects). “Handwriting without Tears” utilizes music to engage students as they develop good learning habits for holding writing tools and forming letters.

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

Technology instruction is the premier non-core curriculum at SJB because administrators, teachers, parents and students value the use of technology to improve student engagement and learning. A time-line for an “Integration of Technology Initiative” developed by full-time Computer and Technology teachers, is a prominent school goal. The administration at SJB recognizes that the #1 reason for technology integration success is professional development for teachers! To that end, Middle School teachers attended week-long Chromebook workshops at Harvard University with the expectation that they demonstrate enhanced technology integration into instruction and also share these techniques at monthly faculty meetings. All classrooms, including “Specialists” rooms utilize Smart Boards to direct instruction. Early Childhood rooms through 2nd grade have 5 iPads for center/enrichment work. Grades 3-5 share Chromebook carts equipped with 45 Chromebooks. All technology tools were purchased through the SJB Parent Education/Enrichment Committee. Middle School students purchase individual Chromebooks and must attend “Boot-Camps” with parents to understand the SJB security/management console. As a State of Delaware leader in technology integration, SJB is hosting a Chromebook and Google Apps for Education (GAPE) Workshop this spring. All students grades Pre-K through 8 have progressive computer classes and 6th-8th grade students may participate in an after-school Technology Club, conducted by University of Delaware graduate students.

SJB students experience the gifts of culture and foreign language learning starting at age three. The Spanish teacher of Pre-K through 6th utilizes “QTalk” web-based program. This program endorsed by New York University Department of Neurology, takes a cognitive approach of training the mind to learn language based on semantic memory with icons. “Seed” emphasizes 85 basic words for Pre-K-Kindergarten; “Sprout” adds 150 essential words for grades 1-3.; “Sapling” adds 300 essential words grades 4-6. Students grades Pre-K-4th are scheduled for Spanish once per week; 5th grade twice per week and 6th grade 4 days per week. Seventh/Eighth grade students study Spanish as a full-time subject taught by a second Spanish teacher. Seventh graders focus on reading and listening comprehension skills, while 8th graders learn to improve writing and conversational skills. Both teachers conduct class in Spanish, with increasing speed and fluency. Graduates have the choice to test-out of Spanish I in high school. Additionally, SJB has a family member who offers beginners and advanced Italian Club for 2nd through 8th grade students after school.

SJB students receive community recognition for visual and performing arts. Under the direction of three certified teachers, preschool through 8th graders learn art and music, plus are given the opportunity to participate in concert band and choir. Fifty-five band students are studying a musical instrument of choice: violin, guitar, saxophone, trumpet, flute, clarinet, French horn and drums. The advanced band performs monthly for parish liturgical assemblies and for special events such as Veteran Memorials, Christmas Concerts at local malls and nursing homes, parades and music competitions. Likewise, the choir performs extensively for parish events and at nursing facilities. Two musicals are scheduled per year: Christmas Concert and Spring Musical (this year, excerpts from “Lion King”). SJB student artwork is annually selected for display at the Delaware Art Museum and Diocesan Schools Office. Additionally, SJB hosts two

Art Fairs per year (fall and spring) during school Open House events.

The SJB Library is a bright, colorful welcoming space adorned with an artist-drawn mural depicting favorite storybooks including “Harry Potter”. It is a happy, quiet area staffed by two full-time librarians who are assisted by many parents and other family volunteers. Weekly instruction is offered for preschool through 5th grade students. It is the librarian’s objective to instill the love of books and reading! During the annual SJB Book Fair at the local Barnes and Nobles, visiting authors read and autograph their books while the SJB advanced band serenades busy shoppers.

The Physical Education program is fully compliant with State of Delaware standards. This is in addition to a full array of SJB competitive sports sponsored by the parish Athletic Association. All gym classes Early Childhood through 8th begin with warm-up, stretches and core-strengthening exercises. Third – eighth graders may elect to join “Girls on the Run” or 5-K training, both after school activities. The gym teacher organizes a yearly Health Fair showcasing organizations that support healthy living.

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

St. John the Beloved School follows a tiered approach in order to insure student academic development on all levels. Generally, SJB enjoys above average performance on standardized tests; however, the challenge continues to “have all the boats rise”. To achieve this goal, the administration has established an Academic Support Team to identify those students who are struggling academically. Team members include the school counselor, part-time instructional coach and part-time Reading Assist coordinator collaborating to provide guidance, appropriate accommodations and interventions for students needing academic support.

During September, every K-5th grade student is screened with help from the classroom teacher for competencies in word decoding, reading fluency and comprehension. Students scoring below benchmark are eligible to participate in a Reading Assist tutoring program that offers support for basic phonemic and decoding skills development. The identified students meet with a trained mentor three times weekly for the length of the program. A second level of intervention is in place for students needing specific skill reinforcement in Reading. The coordinator of this support program guarantees continuity of instruction by monitoring progress of each student.

Teachers, and often parents, play an integral role in the identification of students with specific weaknesses in their learning profile. Throughout the discovery process, the school counselor works with parents in pursuing further academic evaluation through the local school district or with private diagnosticians. A working reciprocity exists with administrators, Academic Support Team and classroom teachers to refine targeted goals and to implement/monitor necessary accommodations. Speech therapy is provided at SJB through state funding and the instructional coach works with English language learners.

Teachers have high expectations for students and move them from knowledge to comprehension, application, analysis and synthesis. To this end, teachers include digital tools/technology in their teaching strategies. In self-contained K-4th grade classrooms, students benefit from an instructional paraprofessional to provide reinforcement or remediation for individuals. Conversely, the paraprofessionals monitor practice work or reading while the teacher differentiates instruction for small groups.

For students in grades 5-8, differentiation is achieved by grouping: beyond level, high/on level and approaching level in Language Arts and Math and all curriculum areas are web-based because these students experience 1:1 learning with Chromebooks. Although all students follow the same curriculum objectives for their grade, teachers have guidelines for differentiation: volume of information tested; testing format; and expectations for problem-based learning. Advanced students participate in Math League and “It’s Academic” teams.

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

SJB embraces the theory that standardized testing provides a narrow snapshot of student knowledge and ability, while regular collection of data through a variety of assessment formats allows teachers to better analyze and improve student performance. Teachers are required to use the following assessment tools: quantitative, qualitative, formative and summative. Quantitative assessments consist of DIBELS (K-5th grade) quizzes and rubric scores. Observations of conduct and effort; responses to writing prompts; and class participation are examples of the qualitative assessment practices. In formative assessment, middle school teachers utilize digital tools where data can be graphically displayed to indicate the answers that most students answered correctly or incorrectly.

The implementation of Chromebook technology in grades 6-8 introduced students and teachers to specific formative tools including free apps such as Socratic and Google Forms. These apps provide students with immediate feedback indicating areas of strength and weakness in a manner that is individual and private. This method is comparable to assigning each student an individual tutor to help prepare for a major test. Grades based on rubrics also help students/parents identify specific strengths and weakness such as planning, organization, work completeness, grammar/spelling, following directions and timeliness. Accompanying differentiated learning is differentiated assessment. Students at “approaching level” are accommodated by test formatting (e.g. word banks), and volume of information tested.

Annual standardized testing is accomplished for grades 2-8 with week-long Terra Nova. Among the test components is “In-View”, and its results indicate whether or not the student is working to ability. Standardized testing results for each student and the school as a whole are provided to parents, who receive score summary graphs; anticipated vs. achieved scores, number of correct answers for each tested skill. The assistant principal meets with parents who request specific explanations of their child’s test results. A comparison of school, diocesan and national results is published in the St. John the Beloved Annual Report (also posted on the website).

SJB utilizes a web-based grade book (Power School) to which every parent/student in grades 3-8 has access via a personal access code. Parents can view their children’s grades anywhere, anytime even on mobile devices. Further, they can set-up daily updates via email for notices when teachers add a new grade. Teachers post grades for tests, quizzes, homework, projects, classwork and effort. Each teacher has a link on the school website for posting class news, nightly homework, upcoming tests and project rubrics.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

At Saint John the Beloved School, administrators and teachers believe that a welcoming, child-centered environment where students experience a sense of belonging, safety and self-worth establishes positive student attitudes towards thinking and learning. SJB is a systematic, growing program with excellent student/teacher retention from Early Childhood (ECP) through 8th grade and this allows students/teachers to form bonds and the feeling of “family”. Students engage in support of one another through opportunities to mentor younger children: 8th grade and K buddies; 7th grade and 4 ECP buddies. All ages intersect daily as students share the same library, art, music and computer rooms. These rooms are located in various areas of campus. For example, the computer lab is on the second floor middle school hallway.

The message of 3 R’s (Respect, Reverence, Responsibility) is proclaimed throughout campus and modeled by SJB Student Leadership Teams such as Student Council (grades 3-8) and the School Environment Club (grades 7-8). Student leaders take ownership by planning and executing monthly service events and by planning spirit-building activities: Bowling Day, Bingo Day, and monthly themed Dress-Down Days. Student Council members partner with our sister school in Nicaragua, as well as the USO and Sisters of St. Francis. The School Environment Club decorates the campus every month with seasonal themes and colored ceiling lights that drape the middle school hallways.

At the end of every trimester, school administrators celebrate grades and work ethic by hosting a Spirit Day and Peacemaker Awards. For the Spirit Day, high honor students are invited to breakfast with the school administrators and parish priests. Also planned for Spirit Days are special assemblies: puppet, magician and science shows. Each homeroom teacher K-8 recognizes the student “peacemaker” from his/her class and parents are invited for the school-wide recognition ceremony.

In grades 6-8, SJB enhances motivational support with character-building, experiential learning events. Once per year, each grade travels to Fellowship Farm in Pottstown, PA for day-long group activities that foster better peer relationships and raise awareness about diversity and inclusion. Students focus on challenging themselves physically and cognitively, working with others who may not be in their circle of friends. Follow-up discussions are organized by the counselor the next school day to obtain necessary feedback. These students also experience “activity” period on Thursday, last period. Activities proctored by faculty members include: band, choir, computer coding, 5K training, book-writing, chess and photography.

### 2. Engaging Families and Community:

Parent Partnership is active and dynamic at SJB – in fact, it is a remarkable strength of the school! Parents are required to be involved with some aspect of school life. They assist daily in the library, cafeteria, at recess and with the after-care program. Those who cannot commit to helping during the school-day collect and submit Campbell’s labels and Box Tops for Education. Last year the school made over \$3000.00 from these collections and the money was used to update classroom libraries.

Parents also partner with teachers to fulfill the school commitment to community service that seeks to inspire a spirit of volunteerism in children. “Kids Care Club” is open to all SJB students in grades 1-5; “Generation On” is open to the SJB students in grades 6-8. These clubs meet twice per month after school on Fridays and perform the service activity on Saturdays. Parents and teachers seek to present Christianity as a hands-on religion that has a call to action and awareness for needs of others. Projects include: bringing sandwiches to Emmanuel Dining Room; conducting a yearly clothing drive for the SJB sister-schools in Nicaragua; participating in Operation Christmas Child; delivering Easter flowers to parish shut-ins; collecting and sorting food for the SJB food pantry; conducting a Backpack Drive for the Sunday Breakfast Mission; and building a “Hunger Float” for the July 4th Hockessin Parade.

Home and School (H&S) and Education Committees sponsor one huge fundraiser per year (raising over \$30,000) to boost the budget for increasing technology integration, science lab supplies, and playground equipment. Bid-a-Mania and Walk-a-Thon alternate yearly. Parents also support monthly family events: Book Fair, Breakfast with Santa, Santa's Secret Shop, Muffins with Moms, Donuts with Dads, Family Movie Night, Camping Under the Stars, Family Bingo Night, Father/Daughter Dance, Field Days, Mardi Gras Party and 8th grade Dinner Dance.

Additionally, parents organize and run all of the after school enrichment clubs. Among these are Italian Club, Boy/Girls Scouts, Girls-on-the-Run, Chess Club, Soccer Shots, Cooking Club, Bricks for Kidz, Science Explorers, Science Olympiad and Math League. Parents also serve as announcers and referees for the annual SJB Teacher vs. Grade 8 Volleyball Tournament. Together with the parents who coach SJB sport teams, alumni and other parishioners set up and run a yearly week-long Spring Carnival. Proceeds from this event cover costs for the extensive SJB Athletics Program for K-8th grade students.

### **3. Professional Development:**

"Everybody's Got to Grow" a song that St. John the Beloved Kindergarten children sing at their end of year Closing Ceremony, serves as a learning mantra for the school. Academic and emotional growth becomes a cascading experience from administrators to teachers to students. Each year, both school administrators attend at least one week-long professional conference offered by educational associations. As members of four associations, SJB administrators regularly read and discuss current research in order to promote instructional techniques that are proven to positively impact student growth.

In addition to two diocese-wide teacher in-service days (School Law in October), the SJB school principal schedules two in-house professional development days per year. "No Room for Hate" was recently presented by members of the Anti-Defamation League. Topics from these development days are always followed up at monthly faculty meetings, where teaching teams are required to present what they learned and how they will incorporate that information into their instruction or in their relationships with students/parents/each other. Further, SJB sends one teaching team per year to participate in three-day workshops. For example, this past summer four middle school teachers and the computer teacher attended "You've Survived the First Year of Chromebooks, Now What?" at Harvard University. Upon return from the workshop, these teachers were required to share new information/technology programs with non-attending teachers of grades 3-8. Additional professional development on Chromebooks is offered as needed in-house by the computer teacher.

Teachers also receive year-long professional development from textbook company representatives during our cyclic updating of curriculum text materials. Three most recent updates ranked by year include "My Math"; "Wonders Reading" and "Science Fusion". SJB also relies on collegial sharing by faculty members with special areas of expertise: Recent Counselor workshops include "anti-bullying" and "creating a cohesive school"; the Nurse has addressed "Use and needs for EpiPens"; "Step-Up-to-Writing" and "Wonders Reading" workshops are provided to new teachers by the Instructional Coach. Additionally, the Counselor offers evening sessions for parents centering on parenting skills. "Parenting Adolescent Children" is the session currently in progress.

Teachers are required to post methods of purposeful student engagement and growth in their weekly lesson plans. They must highlight Chromebook usage; "Step-Up-to Writing" techniques; and kinesthetic activities such as science labs. Administrators expect to see student driven learning during classroom observations and teacher growth is documented on end of year Summative Evaluations.

### **4. School Leadership:**

Saint John the Beloved School is an integral ministry of a Catholic parish and functions under the supervision of the Superintendent of the Diocese of Wilmington, Delaware and the parish Pastor. The school Principal and Assistant Principal form a collaborative team and work in partnership with all

constituencies of both school and parish. Embedded in the life of SJB is the school mission: To teach and model the Gospel of Jesus Christ, foster academic excellence and encourage service to others. School leaders create and support programs to activate and sustain the school mission such as in the practice of monthly Franciscan values (December is Perfect Joy) and the Peacemaker Program. Supporting strong academics is a three-tiered level of ability grouping that challenges every student. Those students needing extra help to be successful are accommodated by the Academic Support Team: Counselor, Instructional Coach, and Reading Assist Coordinator. To encourage service and awareness of others, the school leaders have enlisted assistance from parents to supervise student-involved activities: food drives, visiting parish shut-ins, Operation Christmas Child, Neighbors to Nicaragua clothing drive, just to name a few.

SJB school administrators believe that effective leaders mold effective teachers and that in turn breeds student achievement in a school community where everyone works together towards the primary goal of moving from excellent to extraordinary. At a recent faculty meeting, teachers were given index cards and asked to anonymously evaluate the SJB administration. All responses were positive, with most praising administrators for encouragement and support as well as for setting a school tone of growth mindset, Catholicity and respect. Teachers admire the visionary and data-driven approach that administrators employ to continuously improve academic programs, instructional expectations and the school environment. They credit school leaders for a creating a “happy place to grow and learn”.

The top leadership group consists of the pastor, principal, assistant principal and counselor. A second level of leadership (Team Leaders) is composed of five teachers who represent each educational level of the school: Early Childhood, Primary, Intermediate, Middle School and Specialists. The Principal and Assistant Principal meet monthly with Team Leaders to discuss progress with technology integration, instructional materials, curriculum needs, assessment methods and teacher concerns. Subsequently, Team Leaders meet with colleagues and report on issues that were proposed or resolved in meeting with school administrators.

The administrators regularly communicate with parents through the school website, individual web pages, monthly newsletters, Parish Bulletin, School Messenger and trimester meetings for “Coffee with the Principal”. Parents recognize the dedication of school administrators to provide a safe, secure environment that nurtures their child/children in mind, body and spirit.

## PART VI \* INDICATORS OF ACADEMIC SUCCESS

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At St. John the Beloved (SJB), success happens with much dedication, planning and hard work through a team effort with administrators, teachers, staff, parents, students and with the support of the clergy and parishioners. This family and community engagement is inspired by the school mission and motivated from the belief that every student matters. It is the driving force that holds academics, religious, arts, sports and service programs together. Therefore, students stay engaged and motivated academically, socially and emotionally.

Success indicators include most of all, a very strong retention profile for students, faculty/staff and families. When students leave the school, it is for relocation and then children from the waiting list are able to transfer into SJB. More than 90% of graduating 8th grade students have been together since Kindergarten. Close to 40% of SJB students have at least one parent who graduated from SJB; thus, the school becomes a generational legacy of learning and faith.

Exit interviews with graduating students and their parents are always very positive and grateful. Likewise, high school principals want SJB students because of their high scores on placement tests and the strong reputation of the school; therefore 99% of SJB graduates are accepted to the high schools of choice. Former graduates visit SJB during their high school years to thank teachers for their solid preparation and to offer tutoring for current students who may be struggling with study skills. High school admissions personnel begin recruiting SJB students in 6th grade.

Data from annual Terra Nova testing is studied by the assistant principal who then discusses results with individual parents (upon request) and appropriate teachers. For the past three years, scores have been accessible on-line to teachers and administrators. This allows year to year growth tracking for individual students and class averages compared to diocesan/national scores. For the past three years, SJB scores in Reading and Math have shown consistent growth throughout the grades (2nd – 8th). The on-line graphic reports also display anticipated vs. achieved scores; strengths and weaknesses.

On 11/20/15, SJB was recommended for reaccreditation from the visiting Middle States Association Team with a rating of exemplary. The five member evaluation team praised the SJB community for truly living and practicing the school mission, and for holding students to high academic standards as evidenced by student work displays and respectful student behaviors. The team advised SJB school administrators to apply for the Blue Ribbon Award.



## PART VII - NON-PUBLIC SCHOOL INFORMATION

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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       No

3. What is the educational cost per student?      \$0  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$0

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      0%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      0%

**PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Terra Nova 3 with InView Common Core</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	81
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	63
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	83
Number of students tested	66
Percent of total students tested	99
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	81
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	83
Number of students tested	65
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	57
Percent of total students tested	99
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	84
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	82
Number of students tested	63
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2012</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill LLC</u>	<b>Scores are reported here as:</b> <u>Percentiles</u>

School Year	2014-2015
Testing month	Mar
<b>SCHOOL SCORES</b>	
Average Score	79
Number of students tested	66
Percent of total students tested	99
Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2012</u>
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Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2012</u>
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Number of students alternatively assessed	
Percent of students alternatively assessed	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 3 with InView Common Core</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2012</u>
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Average Score	
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<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**