

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Mary Frances Porod

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

Official School Name St. Daniel the Prophet School

(As it should appear in the official records)

School Mailing Address 5337 South Natoma Avenue

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

City Chicago State IL Zip Code+4 (9 digits total) 60638-1223

County Cook

Telephone (773) 586-1225 Fax (773) 586-1232

Web site/URL http://www.stdan.net E-mail mporod@stdan.net

Twitter Handle _____ Facebook Page http://www.facebook.com/StDanieltheProphetSchool 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. Jim Rigg E-mail jrigg@archchicago.org

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

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

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Dr. William Billows

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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

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	29	26	29
K	30	41	71
1	48	42	90
2	40	31	71
3	34	48	82
4	34	35	69
5	41	41	82
6	31	43	74
7	31	26	57
8	27	31	58
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	345	364	709

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 38 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 1 % 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2014	686
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 10%
 Total number students who qualify: 69

8. Students receiving special education services: 7 %
52 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>25</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	10
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 27:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	97%	98%	98%	98%	98%
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.

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

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

Yes No

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

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

St. Daniel the Prophet School seeks to create a faith community, develop moral values and integrity, provide excellent educational opportunities, and respect unique educational differences.

PART III – SUMMARY

St. Daniel the Prophet is a strong faith-based institution located in the heart of Chicago's Garfield Ridge neighborhood. This diverse urban community, located west of Midway Airport, has a high population of city workers and first responders. The students who attend the school are mostly from middle class, blue collar families. St. Daniel the Prophet is a preschool through eighth grade school currently educating just over 700 students. Serving the community for 66 years, St. Daniel the Prophet is committed to creating an environment that is friendly, firm, and consistent. Embracing the traditions and moral values of the Catholic faith, children at St. Daniel the Prophet are recognized, respected, and nurtured through a variety of educational experiences.

family attendance. Many alumni continue to be involved in the school and parish community well beyond graduation. Alumni attend and support school functions, and in some cases return to become faculty members. St. Daniel the Prophet School is proud that many of their alumni choose to send their children and grandchildren to their Alma Mater.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Daniel the Prophet School has an English Language Arts Curriculum that is aligned with the Common Core Standards to instruct students in Reading and Language Arts. It is supported by the Wonders Series in grades K-6. Each unit is designed to allow students to learn comprehension strategies and skills, vocabulary strategies, specific genres, and writing traits. Differentiation is embedded in the units, as teachers utilize various scaffolding techniques to meet the needs of all learners. Students are assessed on a daily basis through whole class discussion, small group work, and independent practice. Students are challenged to apply these skills when they are introduced to the study of literary novels beginning in fifth grade.

The Accelerated Reader program fosters students' independent reading skills and provides teachers with critical data to identify areas of struggle. Teachers use feedback to modify their instruction to better meet the needs of the students. Diagnostic testing, particularly the STAR assessment, is utilized for early intervention. Additional resources, such as Raz-Kids, Zoo-phonics, and Common Core Simple Solutions are used at the appropriate grade levels to enhance instruction.

The St. Daniel the Prophet School Math Curriculum is aligned with Common Core Standards. Students receive a solid foundation in number sense, problem solving, and real world application of math concepts. Through the use of Common Core Standards, high expectations, and a rigorous curriculum, students become learners that are prepared to compete in the 21st Century. The math program is enhanced through the Simple Solutions program which reinforces concepts and challenges students to apply acquired math skills.

In the primary grades, teachers utilize multiple methods of math instruction to reach all learners. The K-5 program, My Math, is aligned with Common Core Standards and includes an online component that students can use at home to solidify concepts taught in the classroom. Strategies include the use of math centers, cooperative grouping, and the use of laptops in the classroom.

In the intermediate grades, the focus is on number sense, precision in math computation, and problem solving. Use of online math programs, such as Sumdog and Khan Academy, engage students in learning and practicing math concepts. In addition, teachers utilize math journaling to foster math literacy.

In junior high, students learn pre-algebra and Algebra I, preparing them for the rigors of high school math. Instruction is centered on the basic understanding of algebraic properties and number sense. Concepts taught in the classroom are practiced and reinforced through the use of manipulatives, online resources, and kinesthetic math experiences. The 8th grade has been divided into two groups for Math and Science: Accelerated and On Pace. The Accelerated Class moves at a faster pace, challenging students to use higher order thinking skills.

St. Daniel the Prophet School provides a STEM-based Science curriculum. It includes Life, Physical, and Earth Sciences, expanding to include chemistry. Parents, students, and teachers participate in a yearly Family Science Night which offers hands-on, inquiry-based experiments. Students in Grades K-4 participate in inquiry-based activities to develop observational and pre-research skills. Beginning in fifth grade, an intense study of the scientific method, lab safety, and lab materials is a part of the curriculum. Students in grades 5-8 attend daily science classes in a fully equipped lab with wireless LED microscopes. Students in 7th and 8th grade complete between 40 and 50 lab activities a year. The 7th Grade Science Fair requires students to create research-based experiments in various fields of science. Students compete at the local, regional, and state levels with projects or papers.

The Social Studies curriculum at St. Daniel the Prophet School encompasses geography, United States and World History, cultural studies, government/citizenship, and economics. The Social Studies department is committed to a shared vision of preparing students to embrace their role as productive citizens. A highlight of the St. Daniel the Prophet School Social Studies program is the annual 8th grade History Fair, which requires students to conduct long-term research utilizing primary and secondary sources. This project is a

culmination of years of learning and using concrete research and writing skills. This project allows students to apply critical language arts skills to Social Studies content and to compete at local, regional, and state levels.

St. Daniel the Prophet Preschool Program includes a part-time 3-year old classroom, a half-day 4-year old classroom, and a full-day 4-year old classroom. The program's goal is to nurture the child's sense of self and well-being, while expanding the child's social and emotional development and communication skills. Early Childhood Common Core reading and math skills are introduced and reinforced through developmentally appropriate practices leading to Kindergarten readiness. Skills are developed through the use of hands-on learning, introductory phonics, number sense activities, fine and gross motor activities, and creative art projects. Center opportunities, whole-group experiences, and small-group activities allow for differentiated learning.

2. Other Curriculum Areas:

Though much thought and effort is put into implementing the Common Core Standards, St. Daniel the Prophet School also ensures that students receive a well-rounded education that includes technology, the visual arts, Spanish, and physical education.

St. Daniel the Prophet School is in compliance with the program's foreign language requirement. The Elementary Spanish Program is an academically stimulating and enriching program for developing oral proficiency in Spanish. All students enter the program in fourth grade and continue through eighth grade. The Spanish curriculum is designed to address specific readiness skills needed to study a foreign language. Foundational skills continue the language development essential to master necessary competencies providing students a well-rounded foundation and appreciation of the language. A goal of this curriculum is to develop a positive attitude towards learning a foreign language. By understanding a different culture, students create an appreciation and awareness of cultural diversity. One of the highlights of the Spanish program is the large altar constructed for the celebration of Day of the Dead on All Souls Day.

The visual and performing arts at St. Daniel the Prophet School are an integral part of the school curriculum. Art and music are formally taught from preschool through eighth grade. While Art History is introduced to students at each level, the joy of creativity is the central focus for the younger grades. The Young Rembrandts after-school art program further encourages art appreciation and self-expression. By junior high, the focus shifts to developing observational skills and the creation of three-dimensional renderings, which include vanishing points, drawing people, and positive and negative space. These skills are also applied across the curriculum. St. Daniel the Prophet students have entered and won numerous art contests. Additionally, a school art fair is held during Catholic Schools Week.

The music program at St. Daniel the Prophet School has both curricular and extra-curricular components. During school, students learn about music history, theory, and performance. The primary grades focus on large locomotor movements through song and dance while the intermediate grades through junior high learn more through performance. The extra-curricular music program consists of band, school and parish choirs, and a cantor program. In addition to liturgical participation, programs during and after school culminate with both a Christmas and a Spring concert.

The physical education curriculum includes preschool through eighth grade. Classes meet at least once a week. Students in grades Pre-K through third grade develop gross motor movements, increase eye, hand, and foot coordination, and learn organized games. Fourth through eighth grade students are taught specialized sport skills, coordination, fitness concepts, sportsmanship, organized team play, and the benefit of physical activity. As an extension of the curriculum, the following team sports are offered for interscholastic competition: basketball, soccer, football, volleyball, cheerleading, baseball, softball, golf, and bowling.

Students attend weekly or bi-weekly classes in the teaching technology lab. Students are taught how to use various resources responsibly. Keyboarding, computer components, word processing, PowerPoint, Excel, and Publisher are taught to provide students with a variety of skills. Students learn to research, evaluate, and

organize information for use when completing assignments. In the collaboration lab, students utilize technology for problem solving and research. The technology teacher and classroom teachers collaborate to weave technology into the core curriculum. Each classroom is equipped with a desktop computer, a laptop computer, an LCD projector, and a document camera. The school-wide wireless network allows students numerous opportunities to use technology across the curriculum, from online assessments to research projects to multi-media presentations.

It is evident that technology enhances activities at St. Daniel the Prophet School. The student-authored school newspaper, complete with video links, is published on-line and is available on the school website. Homework and resource links are posted on teachers' web pages. Various student texts are available and utilized as an online component. Power School, a student information system, includes parental internet access to view grades and assignments. Every effort is made to integrate technology into the everyday life of the St. Daniel the Prophet School community.

3. Instructional Methods and Interventions:

At St. Daniel the Prophet School, the faculty strives to meet the needs of all learners through a variety of instructional strategies including: direct instruction, inquiry-based learning, flexible grouping, cooperative learning, integrated instruction, and the utilization of learning aids such as graphic organizers. To differentiate instruction, formative and summative assessments are used to determine instructional levels and innovative approaches.

The school provides resource support to supplement the classroom reading and mathematics curriculum. Early diagnostic testing, as well as classroom assessment, identifies students for reading intervention. Reading resources focus on literacy skills, reading strategies, comprehension, and written expression. The math resources focus on computation and problem solving skills. In the primary grades, teachers use reading and math centers to target the needs of students at all levels. Instructional aides work with small groups of children on both enrichment and remediation activities.

Within the literature-rich reading curriculum, students in grades K-6 have access to an on-line reading textbook with resources. Accelerated Reader, an online program for grades 1-6, allows students to read independently, increase vocabulary, and monitor progress. Teachers and students work together to continually revise reading goals. The junior high curriculum is novel-based, covering a wide range of genres using both fiction and nonfiction selections from their text. The Sadlier-Oxford Vocabulary series is introduced in sixth grade to supplement vocabulary development.

The math curriculum is based on the Common Core State Standards. Students expand basic math operations to solve more complex problems and explain their reasoning. Online resources are used to supplement student learning, such as Kahn Academy.

St. Daniel the Prophet School motivates students to use higher-level thinking skills. This includes research-based writing in their history fair projects and integrating STEM concepts in their science fair projects. In both fields, students receive awards and commendations for their advanced work.

All teachers are provided with desktop and laptop computers, document cameras, and projectors. Students in grades K-8 gain proficiency in computer applications using Microsoft Office. Students also have access to computer technology integrating on-line programs and activities for instruction in core subject areas.

Support and interventions are given to students with special learning needs. Students having Individual Education Plans (IEP), 504 Plans, or service plans receive accommodations, support, and services during classroom instruction, after-school tutoring, and from resource specialists and a speech pathologist. Teachers and principal follow up to make sure that students' needs are met through accommodations and differentiation.

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

St. Daniel the Prophet School has administered the Terra Nova Test to students in grades 3, 5, and 7 and the Aspire test in grade 8. These tests are psychometric normed tests that are vetted for validity, reliability, and bias. In 2016, all grades from 3 through 8 will be given the Aspire Test in the spring.

After testing, each family is provided with their student's individual scores, and is invited to meet with their teachers to discuss growth and development. A larger school summary is presented to the whole school which includes grade level and longitudinal results. Scores are also presented to the School Board and the Parish Council. In the fall, the faculty meets to discuss and analyze the standardized test scores for the class that is entering their grade level. They meet with colleagues to vertically and horizontally align curricular structure in the content areas for the grade levels above and below. The results of this evaluation are used to inform further improvements to the curriculum learning objectives in English/Language Arts and Mathematics. If there were to be a 10 percent difference in achievement between the test scores of all students and those in a subgroup, further exploration would be conducted to pinpoint the cause of the gap and steps would be taken to address this in regard to extra tutoring, curricular modifications, and small group instruction.

Throughout the year, teachers participate in professional development days and faculty, unit, and content area meetings to collaborate on instructional strategies, ensuring student improvement over time. The STAR Reading Assessment is used in grades 1 through 3 for all students, and for students needing intervention in upper grades, to determine a baseline reading score for the beginning of each year. Ongoing data is collected through the Accelerated Reader Program which measures literacy skills. Interim assessments are part of the reading and math series. The results are used to inform instruction and pinpoint areas of struggle for individual students.

Accelerated classes in math and science were recently added in the junior high curriculum to ensure that students who can advance quickly through the curriculum had that opportunity. High standards are maintained throughout the programs of the school with teachers being encouraged to never lower their expectations, but to give each student the tools that he or she needs to reach or exceed those expectations.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At St. Daniel the Prophet School, faculty and staff are committed to the development of the whole child. The school features a rich curriculum that offers opportunities for students to engage in multiple learning styles. Differentiation in the classroom allows students of varying ability levels to experience success. After-school tutoring allows teachers to spend individual and small-group time with both struggling and proficient students. Response to Intervention protocols allow for the identification of students with more defined learning challenges. The faculty and administration work together to secure appropriate services to address students' needs. Extracurricular activities allow students to interact with teachers as coaches and mentors, leading to greater cohesiveness.

All students are given a voice in their education. Teachers create classroom environments where students feel safe and valued. The school community celebrates weekly mass and uses that time to recognize student achievement, such as Student of the Month and Honor Roll. The Student of the Month program recognizes and rewards the development of specific character traits, such as respect and responsibility. The positive contributions students make to this school community are recognized within the context of the school's celebration of faith. During Advent, Lent, Red Ribbon Week, and Catholic Schools Week, all grade levels engage in decorating the school around common themes promoting unity. Student Council officers meet with the principal to discuss new ideas, and the teachers and principal work with the students to help these ideas come to fruition.

The mix of veteran educators and new teachers at St. Daniel the Prophet School creates a balance where ideas and experience are valued and the mutual commitment to excellence is appreciated by all. To achieve this balance, teachers are given common grade-level plan times. Teachers meet monthly in grade-level cohorts to discuss issues pertinent to the school program, which are then shared with the principal and other cohort leaders. Grade and multi-level professional development is encouraged, which brings best practices into the school on a regular basis. New teacher meetings are held regularly, and new teachers are given a mentor teacher to partner with during their first year. Teachers are recognized publicly via the school newsletter or privately in faculty meetings for accomplishments. The administration strives to ensure that teachers have the resources needed to be successful in the classroom, thereby leading to student success at every level.

2. Engaging Families and Community:

St. Daniel the Prophet School is proud of its rich history and the positive impact that it has on the Garfield Ridge community.

The parents and members of the community are offered numerous opportunities to interact within the school community. Parents serve in leadership roles on the School Advisory Board, Parents' Club, and Sports Board to ensure the academic, social, and physical growth of the student body, as well as planning for continuous school improvement. Teachers work with the School Board and Parents' Club to create wish lists for moving the vision of the school forward. Further, through the annual Summerfest parish fundraiser, St. Daniel alumni connect in the spirit of continued camaraderie which is the hallmark of the graduating classes.

The faculty and staff maintain a strong relationship with the parish community. This involves planning and participating in a monthly family mass, as well as parish and community ministries supporting charitable causes. Additionally, the school continues to focus on developing lifelong learners by providing opportunities for families to learn and socialize. Events include Literacy Night, Family Science Night, Open Houses, and Book Fairs.

The fifth graders participate in the D.A.R.E. (Drug Awareness and Resistance Education) program that is instructed by a Chicago Police Officer. The entire student body is involved in various rallies each year with

local politicians as guests of honor.

St. Daniel the Prophet School offers a wealth of opportunities for students to participate in service projects that are designed to assist those who are in need, both in the school community and the community at large. Such opportunities include sponsoring donations for the local food pantry, the Catholic Charities Homeless Shelter, the Cystic Fibrosis Foundation, and numerous cancer organizations. The students contribute a substantial amount of toys and gifts to local Christmas drives. Students also grow in a global awareness of the need for donations to mission groups such as the Holy Childhood Association. Lastly, students are instilled with a sense of patriotism that has led them to donate supplies to the men and women of the U.S. Armed Forces, send cards to those who serve overseas, and invite service members to visit the school.

St. Daniel the Prophet School prides itself not only on educating children academically and spiritually, but also in developing model citizens, prepared for high school and the future.

3. Professional Development:

St. Daniel the Prophet School is committed to utilizing professional development for the success of academic, spiritual, and social/emotional growth of students. Professional development connects to the annual school goals, as well as to the goals of the Archdiocese of Chicago, and emphasizes current Common Core academic standards. As part of the Archdiocese of Chicago, St. Daniel the Prophet School provides funds for school-wide professional development and for individual teachers to enhance their skills.

The faculty has participated in numerous training sessions to implement the Common Core State Standards for preschool through eighth grade. Teachers are learning to implement the Gains Benchmarks as well. Workshops for the entire staff ensure a common language throughout the school. Teachers create yearly individual goals which help them direct their personal professional development needs. They choose professional development with current best practices in mind to keep themselves aligned with the needs of the current educational climate.

Individual teachers have attended professional seminars for their particular grade level and/or subject. In technology, a team of teachers took an online course to prepare for the Aspire test and shared resources with their colleagues. Language Arts teachers participated in the following programs: "Six Trait Writing," "Literacy Coaching," "Accelerated Reading," and "Star Assessment." Numerous faculty members belong to professional organizations linked to their educational content areas. One example is a teacher who served as a board member for the Illinois Junior Academy of Science for six years, including presidency for two. At various grade level and general faculty meetings, teachers are encouraged to share the knowledge that they obtained at professional seminars. Teachers are encouraged to implement these new strategies and ideas in their classroom and to provide constructive feedback to one another based on the results.

Professional seminars focusing on students as individuals are an important component of professional development. Seminars have included "Response to Intervention Training," "Differentiated Instruction," "Formative and Summative Assessment," "Positive Classroom Management," and "Responsive Classroom." Teachers also focus on the emotional needs of students through workshops such as "The Nurtured Heart Approach" and by forming collaborative relationships with the families.

St. Daniel the Prophet School is proud of its professional development program which has increased the academic success of the students through increased test scores. Many graduates are awarded academic scholarships and are placed into honors programs in high school.

4. School Leadership:

The leadership model of St. Daniel the Prophet School reflects a high degree of collaboration between staff, administration, families, and parish. The principal is the lead administrator in a structure that branches out to include all teachers as well as support staff. This structure ensures the development of a strong curriculum in a healthy school climate. The principal meets regularly with the pastor to collaborate on

advancement, enrollment, the fiscal viability of the school, and the improvement of the school infrastructure.

The teachers are divided into six units, each with a unit leader. The leaders meet with teachers on a bi-weekly basis to discuss concerns regarding students, curriculum, interventions, and issues specific to their discipline. The principal meets monthly with these leaders, leading to the development of initiatives and resolutions that maximize student success. Following the Harvard model for meetings, thereby maximizing productivity while respecting teacher's time, the faculty and principal meet as a whole on a bi-monthly basis. While still providing opportunities for teacher feedback on relevant issues, e-mail correspondence is sent as needed to eliminate the need for additional meetings.

Curriculum and articulation meetings are held throughout the year. These meetings ensure the curriculum is aligned vertically and horizontally across grade levels. With this proper alignment, all students advance at levels appropriate to the high expectations of their academic program. The articulation meetings enable teachers to identify instructional gaps and create a strong learning community. During these meetings, they also share resources and ideas gleaned from professional development.

Teachers record grades, behavior, and student progress through a web-based parent portal. The school communicates regularly with parents through e-mail, text messaging, phone communication, Facebook, e-newspapers, monthly newsletters, and the school website. Each teacher has a webpage for posting information pertinent to their classroom and subject areas, and to highlight accomplishments and achievements.

The leadership philosophy is based on respect for every student and the families that support each child. The principal collaborates with the community at large by working closely with the School Board, the Parish Staff, and the Parish Council. These relationships are vital in providing valuable feedback for the development and implementation of various aspects of the school program in the goal of educating the whole child. The leadership of St. Daniel the Prophet School reflects the mission of the parish education program: faith, family, friendship, and community.

PART VI * INDICATORS OF ACADEMIC SUCESS

St. Daniel the Prophet School is a private institution which strives to educate its students in a holistic manner through social emotional learning. The faculty and staff take great pride in taking a nurtured heart approach when interacting with students. It is their goal to make each child feel special and important while in school each and every day. Because of this approach, the students feel a strong sense of belonging.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$3900
(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? 1%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 1%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	630.5
Number of students tested	62
Percent of total students tested	32
Number of students alternatively assessed	
Percent of students alternatively assessed	1.6
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	628.8
Number of students tested	24
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	675.5
Number of students tested	74
Percent of total students tested	38
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	668.3
Number of students tested	32
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	701.1
Number of students tested	59
Percent of total students tested	30
Number of students alternatively assessed	
Percent of students alternatively assessed	1.7
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	703
Number of students tested	26
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	647.5
Number of students tested	62
Percent of total students tested	32
Number of students alternatively assessed	
Percent of students alternatively assessed	1.6
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	650.3
Number of students tested	24
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	678.2
Number of students tested	74
Percent of total students tested	38
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	673.8
Number of students tested	32
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	695
Number of students tested	59
Percent of total students tested	30
Number of students alternatively assessed	
Percent of students alternatively assessed	1.7
SUBGROUP SCORES	
1. Hispanic/Latino	
Average Score	695.5
Number of students tested	26
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: