

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 Dr. Lena Kushnir

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

Official School Name Sager Solomon Schechter Day School

(As it should appear in the official records)

School Mailing Address 3210 Dundee Road

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

City Northbrook State IL Zip Code+4 (9 digits total) 60062-2341

County Cook

Telephone (847) 498-2100 Fax (847) 498-5837

Web site/URL https://www.schechter.org/ E-mail lena.kushnir@schechter.org

Twitter Handle _____ Facebook Page http://www.facebook.com/SSDSChicago Google+ _____

YouTube/URL https://www.youtube.com/user/SSDS

Chicago 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*Mrs. Linda Foster E-mail linda.foster@schechter.org

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

District Name Solomon Schechter Day School of Metropolitan Chicago Tel. _____

(847) 498-2100

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 Mr. Ethan Budin

(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	0	0	0
K	25	13	38
1	29	29	58
2	23	14	37
3	30	19	49
4	21	25	46
5	30	24	54
6	32	26	58
7	26	25	51
8	35	25	60
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	251	200	451

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 0 % 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: 12%

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	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2014	451
(5) Total transferred students in row (3) divided by total students in row (4)	0.124
(6) Amount in row (5) multiplied by 100	12

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

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

Amharic, French, Hebrew, Russian

7. Students eligible for free/reduced-priced meals: 1 %
Total number students who qualify: 4

8. Students receiving special education services: 19 %
85 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>44</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>38</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</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	6
Classroom teachers	42
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	2
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 11:1

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%	97%	98%	99%	99%
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.

Ignite our students' Jewish souls, educate them to their highest potential, and empower them to use their knowledge, skills, and creativity to enrich our world.

PART III – SUMMARY

Solomon Schechter Day School of Metropolitan Chicago (SSDS) is a PreK-8th grade Jewish Day School with an Early Childhood Center in Skokie and the Sager Solomon Schechter Day School (K-8) in Northbrook. Through our core values, SSDS is committed to providing an education that weaves the best of General Studies and Judaic Studies in an integrated program; valuing the uniqueness and worth of every individual by emphasizing respect, dignity, inclusiveness, and compassion; welcoming and partnering with parents to encourage and support their children and families throughout their Schechter journey; personalizing the American Jewish connection to Israel through Hebrew language education and immersion in Israeli culture; providing a joyful learning environment for children, families, and educators; being responsible for one another; and supporting each other through times of joy and sorrow, forging life-long bonds of friendship based on a shared commitment to each other and to Jewish life and learning.

have overhauled every core content area, bringing in research-based curricular materials. Teachers work as teams on a weekly basis to document goals for student learning, tools for assessment and strategies for differentiation. Our academic curricular programs are robust and rigorous, as outlined in our description of our core curriculum.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our educational program promotes values-based decision making, critical thinking across disciplines, and an analytical approach to problem solving. Schechter graduates emerge as creative thinkers who can respect diverse ideas and opinions, advocate for themselves and important causes, and use their knowledge and skills to enrich the world.

Common threads and distinguishing factors of both our General and Judaic programs include fostering robust discourse in the classroom, promoting critical and reflective thinking, providing opportunities for collaboration with peers and active engagement with the content, interdisciplinary integration across disciplines, development of key vocabulary, and essential questions that drive the curriculum.

Our research and inquiry-based Mathematics program challenges students to become mathematicians who actively discover essential knowledge and skills as well as use critical thinking to solve relevant and complex problems. Students explore the importance of mathematics in everyday life and develop their ability to communicate mathematically and think independently. Focus is placed on the five strands of mathematical proficiency including: reasoning, applying, understanding, computing and engaging. The curriculum integrates reading and writing and is centered around collaboration. This fosters discourse and reflective thinking skills, which helps students make sense of mathematical ideas and prepares them for success in high school mathematics and beyond. Our program is aligned with the Common Core Standards.

Our research and inquiry-based Science program nurtures students' natural sense of curiosity about their world through the scientific inquiry process. Through this process, students develop the skills of asking relevant questions, investigating and analyzing in order to integrate science and the world around them. The science curriculum is organized into a scope and sequence around essential questions in each grade, and integrates reading, writing and mathematics. Discourse, reflective thinking skills and collaboration are cornerstones of our science classrooms. The Next Generation Science Standards are our guide for content and skills. Sample essential questions include:
How do the parts of a system work together?
Why do some things stop while others keep moving?
How does water shape our world?

Our Language Arts program provides students with a wide variety of reading, writing, listening, and speaking opportunities that lead to critical thinking, self-awareness, and a passion to improve the world. Students actively acquire skills and strategies through exploration and discovery. They develop a lifelong love of reading and writing and are confident in their ability to express themselves. Throughout their education, students establish and develop reading skills focusing on reading comprehension, reading fluency, and the study of phonics. Writing instruction emphasizes style, voice, editing, and revision. Additional elements of the program include spelling, mechanics (grammar and punctuation), and penmanship (both print and cursive). Research skills, vocabulary development, and speaking and performing are elements of both reading and writing across the grades. In addition to our robust Language Arts program, key skills are integrated across disciplines and integration across General and Judaic Studies increases as students progress through the grades.

Our Language Arts program is aligned with the Common Core Standards and is influenced by researchers and leaders in the field, including Nancie Atwell, Lucy Calkins, Ralph Fletcher, and Donald Graves. It supports the use of teacher and peer conferences, classroom discussion, writing for real audiences and purposes, and collaborative writing tasks to improve students' writing practice and attitude. Students are engaged in self-assessment, choosing writing topics, and regularly scheduled writing times to develop their skills. Models of good writing and the use of mentor texts are embedded throughout the writing curriculum.

Our Social Studies program enables students to understand the world and their place as Jews and global citizens in America. Essential questions drive the curriculum in each grade, with student-centered projects

and simulations as key components of student learning. The curriculum allows for exploration and independent learning throughout the grades, with students often exploring primary sources. The key strands of political and economic systems, history, geography and social systems are addressed throughout the program. Reading and writing skills are emphasized, and interdisciplinary connections are regularly made with literature, music, art and Judaic Studies. The National Curriculum Standards for Social Studies are our guide for content and skills. Sample essential questions include:

How are people's lives shaped by their environment?

What is power and how is it used?

What factors impact the economy?

2. Other Curriculum Areas:

Jewish Studies are an integral part of our educational program. Students gain knowledge, skills, and confidence to become Jewish leaders through a curriculum that focuses on skill development, critical thinking, and making personal meaning. Teachers emphasize open inquiry, challenge, asking thought provoking questions, and pushing for deeper understandings.

Jewish Studies encompass several different subjects. Chagim (Holidays) and tefillah (prayer) are taught in every grade. Holidays are studied in conjunction with each holiday, and prayer takes place every day. Students' learning in these subjects enables them to become knowledgeable and active participants in Jewish life. As students get older, they begin to engage in the study of sacred Jewish texts. The study of Bible begins in third grade and continues through eighth grade. This study takes place five days a week. Third grade students also learn how to chant the Bible according to its traditional cantillation. This study takes place once a week. In fifth and sixth grades students study Mishnah (rabbinic writings) and in seventh and eighth grade students study Gemara (advanced rabbinic writings). This study takes place four days a week. Text study, besides being an important religious endeavor that deepens their understanding of Judaism and strengthens their Jewish identity, also helps students become competent and thoughtful readers of difficult texts. Their analytical and critical thinking skills are deepened, as is their ability to participate in robust discourse in the classroom. To broaden our Jewish studies offerings, sixth grade students take one trimester of Halakha (Jewish law) and seventh grade students take one trimester of theology. These classes meet once a week and are designed to help students discover a more personal, experiential connection to Judaism. All of the above subjects are required areas of study, however students who need resource support often do not take Mishnah or Gemara and instead receive their support during this time. Modern Hebrew language instruction takes place in every day, in every grade. Beginning in third grade students are leveled according to ability. Students learn to speak, read and write Modern Hebrew. Biblical and Rabbinic Hebrew is taught in the context of the Bible, Mishnah and Gemara classes. Sager Solomon Schechter Day School is in compliance with the program's foreign language requirements.

Health and wellness are integral elements of our curriculum, with a K-8 Physical Education (PE) program and an extensive health curriculum for 6th-8th grade students. Kindergarten meets four times a week to focus on introduction of skills. Grades one and two meet twice a week, focusing on skill development leading to game play. Grades three through eight meet twice a week, focusing on skill improvement and participation in regulation games. Grades six through eight students participate in health class one trimester each year, in units related to the characteristics of wellness (physical, social, emotional, environmental, intellectual, and spiritual).

Our robust 5th-8th grade athletics program offers intramural and interscholastic programs in cross-country, soccer, basketball, and track and field. Goals are to create a well-rounded athletic experience, to maximize student participation, to support academic progress, to promote physical and social development, and to teach that success is measured by the amount of team and individual improvement as well as winning the game.

First through fifth grade students participate in art, dance and music classes emphasizing creative expression and individuality. The band program is offered to fifth through eighth grade students, with focus on the mechanics of playing with an instrument of choice. Sixth through eighth grade non-band students participate in a specials twice a week, choosing from a variety of classes, including programming, meditation,

Minecraft, art, photography and robotics. In addition, interested fifth through eighth grade students participate in the annual school musical as performers or members of the crew or stage band. Students can also join our school choir, dance troupe and art club.

The school has a strong commitment to integrating technology in all areas, including General and Judaic Studies classes in English and Hebrew instruction. Technology is exclusively used in the classroom to further the educational needs of the child. Teachers and students have reliable access to technology resources, including SMART Boards, projectors, desktop computers, laptop computers, Chromebooks and iPads. Students are empowered to creatively use technology, as collaborators, consumers and producers, and teachers model the use of technology to present material, increase student engagement and assess student learning.

3. Instructional Methods and Interventions:

At Schechter, we are committed to meeting the needs of diverse learners. Throughout the grades and across the content areas, we utilize a wide range of methods to both extend for students in need of challenge and to support and scaffold for those in need of intervention.

Beginning in the youngest grades, our master schedule and flexible staffing structure allow us to maximize our human resources and double our teachers available during math and reading instruction. Teachers from other grades are able to provide small group instruction or in-classroom support at varied levels and with flexible groupings. As the grades progress, we are able to use separate curricular programs, from intervention materials to the grade-level curriculum to materials for gifted students.

Members of our Student Support Team identify appropriate modifications and accommodations, as well as identify direct support required to meet the needs of students across both the General and Judaic Studies programs. Students receive tailored instruction from members of the Student Support Team based on their specific and measurable goals. Classroom teachers collaborate with members of the Student Support Team as they co-plan lessons with built-in differentiation, plan for modifications and accommodations and arrange for co-teaching opportunities as appropriate.

A wide range of instructional strategies is used in classrooms to meet the needs of diverse learners. Formative assessment tools are used to identify student needs and to inform instructional plans (such as exit slips after a math lesson to determine students who need a reteach and students who are ready to progress to new content). Teachers utilize large group, small group and paired learning in both heterogeneous and homogenous configurations based on the learning goals. Tiered lessons are used across content areas to ensure that students can access the same content in ways that match their learning needs (i.e. some students may have a more structured and concrete assignment while others can explore more open-ended and creative ways of demonstrating their knowledge).

Additional opportunities are provided for students to excel and receive support outside of the primary classroom environment. Individualized online learning is available via IXL, Mathletics, Compass Learning and Virtual High School courses. Students are able to attend tutorials during lunch/recess or after school to receive more individualized support from faculty members. Book clubs and competitive math teams are available for students who wish to enrich their educational experience in these areas.

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

At SSDS, we are committed to providing an exemplary educational program and we use data from a variety of assessments to analyze and improve student and school performance at every level. Classroom teachers use formative assessment tools to identify student needs and to inform instructional plans. Summative assessments are a key component of our program, including authentic performance tasks as well as tests and quizzes as appropriate.

We currently use MAP, TerraNova, AIMSweb (including R-CBM and M-COMP), and MaDYk (a test of Hebrew reading fluency) as our standardized assessments. The four primary purposes for these assessments

include: screening, diagnostic, progress monitoring, and program evaluation. We use data from standardized tests to facilitate placement for leveled classes, place students into flexible groups in the classrooms, determine balance within heterogeneous groups, inform individual student problem solving, identify targeted groups in need of intervention and/or enrichment, and to monitor progress of struggling students.

MAP and Terra Nova results are shared directly with parents, while the other screening tools are used internally. We share the individual student's progress report including national and local percentile rankings, along with a description of how we use the assessments in the school. We emphasize that, although we see test data as valuable information, it is meaningful only in the context of the entire school experience. We use data from our standardized testing to make school-wide instructional decisions, including curriculum evaluation and structural changes required to meet the needs of diverse learners. We analyze results and make adjustments to our program when those changes are in alignment with our standards and goals. Administrators and teachers additionally use the data to communicate and publicize our strengths to the current community and families of prospective students.

A "Data Team" of teachers and administrators was developed in the fall of 2015 to take a closer look at our data and determine ways to better meet the four aforementioned goals for data usage. The goals of the data team are to increase teachers' capacity to use data to inform instructional decisions, to analyze and report assessment data, and to propose data-oriented school goals. The data team meets after each main testing season to analyze the results of standardized tests and report the information back to teachers.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture and climate of our school are among our greatest strengths. In addition to providing a strong academic foundation in both General and Judaic Studies, the school has earned the reputation of being a warm, nurturing, and joyful environment where students are immersed in Jewish life and values. Schechter families feel a tremendous sense of community both while they have students in the school and after their students graduate.

Our students have numerous opportunities to engage with and be active members of their school community. We use Responsive Classroom as a way to build classroom community, with each day beginning with a morning meeting in the younger grades. We make use of regular extended kehillah (homeroom) and kehillah lunches in our upper grades to promote community development as well.

Last year we launched “Tribes,” a program designed to strengthen school bonds. Each tribe has students and teachers from across the grades, as well as administrators and staff members. Tribes meet about once a month to celebrate holidays and build community. This program has strengthened relationships among students and faculty across the school.

We prioritize our students’ social and moral development and foster their growth through purposeful programming. Our Derech Eretz (How We Treat Others) program reinforces concepts and ideals we want to foster. New themes are introduced every two months and are integrated across the content areas. Sample themes include: “language is power” and “gratitude.” This year, in recognition of the need to empower students to think critically, behave safely, and participate responsibly in our digital world, we will be integrating a full K-8 digital citizenship curriculum.

At Schechter we value teachers’ experiences and create structures to support their success. Schedules allow the faculty time to collaborate with teammates multiple times a week to discuss curriculum, team business, and to problem solve student needs. Each teacher receives direct support from a supervisor within the Thoughtful Classroom framework. This framework honors teachers’ commitment to the many dimensions of quality teaching and creates opportunities for teachers and administrators to collaborate and have meaningful conversations about best practice. In addition, every new teacher is matched with a trained mentor. The mentor and mentee relationship is cultivated through weekly meetings and time to observe each other in the classroom. Our Broadbanding compensation model rewards teachers for taking on leadership roles, valuing their contributions in and out of the classroom.

Last year the faculty worked together to identify core values they wanted to drive our professional work together. They identified: Jewish values, optimism, respect, open communication, collaboration, lifelong learning, and innovation. These values truly dominate our faculty culture.

2. Engaging Families and Community:

Parents are frequently on a journey of Jewish discovery with their children, and their partnership with the school is critical. In addition to regular communication about the educational program and individual student progress, we invite families into the school to learn and celebrate together. Our Kindergarten families are welcomed for a Shabbat lunch, where students and families learn about observing the Sabbath and celebrate a festive meal together, with singing and dancing to engage all participants. Throughout the grades, families are invited to lifecycle events where students share their thoughts about what it means to be a partner with God (first grade), celebrate receiving their first prayer book (second grade), their first bible (third grade) and share their joy as they complete their first full biblical section (fourth grade). Families are also welcomed to our day for special guests, where students showcase their learning and engage in fun activities with their loved ones. Our daily prayer service is an open and welcoming environment, where parents and grandparents are regular visitors. These opportunities to share and

celebrate their learning with families provide students added confidence and excitement about their studies.

One area we've engaged and led the larger community in is offering local professional development. For two years, Schechter hosted and led JEDCamp Midwest, based on the EdCamp model, in partnership with JUF. Each event brought more than 60 Jewish educators from the Chicagoland area and Milwaukee to learn from one another. This year, in collaboration with the Schechter Day School Network, we hosted and had a leadership role in developing and offering edJEWcon, a professional development conference for over 300 day school professionals with a focus on Growth Mindset. Our leading role in local professional development engages the larger community and benefits student success by placing high value on best practice and teacher development.

One of Schechter's core values is responsibility. Students are involved in numerous social action projects, with each grade collaborating with a particular charitable organization. Students have multiple touch points with the organizations over the course of the year, including education about the organization's work, along with active volunteering such as visiting and interacting with the residents of the Gidwitz Place for Assisted Living; volunteering at the ARK, Northern Food Bank and local soup kitchens; and collecting and organizing books for Bernie's Book Bank. These hands-on activities in the community help bring our mission statement to life, allowing students to "use their knowledge, skills and creativity to enrich our world."

3. Professional Development:

Professional growth and development are priorities for all of our teachers and administrators. Our goal is to increase teacher effectiveness and improve student learning. We use a multi-prong approach that provides the necessary resources and training in a learning community that is committed to continuous improvement. One of the core values our faculty identified to drive our work together is striving for lifelong learning where individuals pursue professional growth opportunities, are willing to take risks to apply and evaluate newly learned methods in the classroom, and share new learning.

We foster professional growth by setting school-wide priorities as well as cultivating individual teachers' skills. Each year the school establishes a theme for professional learning, with time spent in team and faculty meetings devoted to expanding the faculty's knowledge and capabilities. A group of teachers are sent to a national conference related to the theme and are charged with helping to lead the professional development with the faculty. This academic year, a group of teachers and administrators attended the National Conference on Differentiated Instruction and led sessions on tiered instruction, learning centers in the classroom, best practices of flexible grouping and how to effectively use assessment to differentiate instruction.

At least one of each teacher's individual goals is connected to the school's priority for the year. Support for these individual goals is provided through observations and regular meetings between teachers and administrators. Teachers document milestones of how their professional learning is impacting students, such as copies of student work, tiered lesson plans and results of formative assessments and the resulting instructional decisions. Teachers are grouped into Professional Learning Cohorts based on their individual goals so they can learn with and from each other. These cohorts meet monthly to study together and to share ideas from the classroom.

Funds are available for teachers to attend professional development workshops in their own individualized goal area as well. These vary greatly depending on teacher goals and have included such topics as self-regulation in children, mindfulness-based interventions, using Ipad's in the classroom, content-related workshops and more.

Many of our school administrators work with outside coaches who help them develop their leadership skills. Administrators are encouraged to attend national conferences, both with teachers as they relate to classroom practice, and with cohorts of other school leaders. As an example, two of our administrators have participated in a two-year leadership cohort through the Mandel Teacher Educator Institute.

4. School Leadership:

School success begins with effective leadership. At SSDS, we believe in helping people grow and develop personally and professionally. We invest in authentic relationships, provide meaningful feedback and foster a culture that allows for learning from mistakes. Our leaders promote collaboration and empower stakeholders to partner in making decisions. Our leaders think strategically, considering the health of the whole system. They show a commitment to our shared purpose and vision, regularly checking decisions for mission consistency.

The current administrative structure is based on best practices for independent schools. The Head of School (HOS) is the singular employee of the Board of Directors and oversees the school in all areas. The HOS's Senior Leadership Team is composed of the Director of Administration (responsible for human resources, buildings and grounds and finance), the K-8 Principal (responsible for all educational initiatives), and the Director of Jewish Life and Learning (responsible for Judaic curriculum and observance). This team meets weekly to discuss strategic issues and priorities. An Advancement Team, consisting of the Director of Development/Marketing, the Director of Admissions, the ECC Principal, and often the HOS meet regularly to coordinate efforts related to recruitment, marketing and fundraising.

School leaders regularly collaborate to make decisions that positively impact student learning and experiences. The HOS led the school in an ISACS accreditation process to help identify the school's primary strengths and areas in need of improvement. This year, the HOS worked with the Board of Directors and members of school leadership to create a Financial Strategic Plan that focuses on increasing professional development, teacher salaries, and funding available for key educational initiatives.

The Principal manages the Educational Leadership Team (ELT), which is comprised of the K-4 and 5-8 Division Directors, the Director of Jewish Life and Learning and the Director of Student Support Services. This team meets regularly and oversees curriculum development, faculty supervision and evaluation, professional development and student services. The division directors serve as the primary administrative interface with parents and manage the daily running of the school. The Director of Student Support Services oversees and supervises the special education and social work team. She determines priorities for the department and outlines specific plans to meet students' needs. The ELT created a Data Team this year, comprised of teachers and administrators, to make instructional decisions based on student performance. The team analyzed the entire school's data, looked for trends and made recommendations to teams on how to effectively use the data to improve and differentiate instruction.

PART VI * INDICATORS OF ACADEMIC SUCESS

At SSDS, the one practice that makes us so successful is our dual curriculum program. As noted in our school summary, the goal of this school at its inception was to seamlessly weave together disciplines to allow students to understand and experience their lives as one integrated whole. Our students benefit from this driving principle, integrating both their Jewish/American lives, as well as being immersed in a dual-language environment.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>MAP: Math 2-5 Common Core 2010 V2</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	209
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	204.2
Number of students tested	10
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>MAP: Math 2-5 Common Core 2010 V2</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	218.1
Number of students tested	55
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	212.8
Number of students tested	15
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>MAP: Math 2-5</u> <u>Common Core 2010 V2</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	229.2
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	226.1
Number of students tested	15
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>MAP: Math 6+ Common Core 2010 V2</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	232.6
Number of students tested	50
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	232.3
Number of students tested	15
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>MAP: Math 6+ Common Core 2010 V2</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	245.5
Number of students tested	58
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	236.9
Number of students tested	11
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>MAP: Math 6+ Common Core 2010 V2</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	249.2
Number of students tested	57
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with Disabilities	
Average Score	245.2
Number of students tested	22
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>MAP: Reading 2-5 Common Core 2010 V2</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	205.1
Number of students tested	50
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	197.9
Number of students tested	10
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>MAP: Reading 2-5 Common Core 2010 V2</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	215.7
Number of students tested	55
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	210.7
Number of students tested	15
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>MAP: Reading 2-5 Common Core 2010 V2</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	220.9
Number of students tested	57
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	215.3
Number of students tested	15
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>MAP: Reading 6+ Common Core 2010 V2</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	225.5
Number of students tested	50
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	224.5
Number of students tested	15
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>MAP: Reading 6+ Common Core 2010 V2</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	230.8
Number of students tested	58
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	224.7
Number of students tested	11
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>MAP: Reading 6+ Common Core 2010 V2</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>NWEA</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	234
Number of students tested	57
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Students with disabilities	
Average Score	231
Number of students tested	22
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: