

***U.S. Department of Education***  
***2017 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. Brian Tekampe

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

Official School Name Saint Gilbert Catholic School

(As it should appear in the official records)

School Mailing Address 231 E. Belvidere Road

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

City Grayslake State IL Zip Code+4 (9 digits total) 60030-2442

County Lake

Telephone (847) 223-8600 Fax (847) 223-8626

Web site/URL http://www.stgilbertschool.org E-mail brian.tekampe@stgilbertschool.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*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 Mrs. Kelly Burke  
(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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1. 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. 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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as “persistently dangerous” within the last two years.
9. 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.
10. 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.
11. 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.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	28	32	60
K	26	23	49
1	13	18	31
2	14	17	31
3	26	19	45
4	27	20	47
5	21	22	43
6	15	19	34
7	20	30	50
8	21	25	46
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	211	225	436

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 9 % Asian
  - 1 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 77 % White
  - 9 % 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 2015 – 2016 school year: 2%

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, 2015 until the end of the 2015-2016 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2015	436
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

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

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

7. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

8. Students receiving special education services: 10 %  
44 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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>14</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>10</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
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 including those teaching high school specialty subjects	21
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	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 20:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	96%	96%
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 2016.

<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.

We are called to offer a quality Catholic Education by believing and teaching the Good News of Jesus, fostering the unique gifts of individuals, and promoting academic excellence while serving the community in socially responsible ways.

## PART III – SUMMARY

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Saint Gilbert School is not only a preschool through 8th grade school, but it is also a vibrant Catholic community that demonstrates a strong presence in the Village of Grayslake, a suburb of Chicago. The school was founded in 1944 when members of Saint Gilbert Church realized the need for a school and built one with four classrooms for about one hundred students. Today over four hundred students occupy more than twenty-five classrooms. The parish and school enjoy a strong partnership which continually strives to improve the already exceptional educational environment for students. Even though many of the students reside in Grayslake and take a school bus, a significant number of parents from eleven towns around Lake County, including an area of high Hispanic heritage, determine that the education at Saint Gilbert School is worth the extra time needed to take their student to school. Saint Gilbert School strives to provide an education that meets the academic, social, religious, and physical needs of children.

The Saint Gilbert School mission statement includes “serving the community in socially responsible ways.” All students participate in a variety of service opportunities throughout the year. Each week, one grade provides brown-bag lunches for the local PADS (Providing Advocacy, Dignity, and Shelter) which is an agency that helps the homeless in the Lake County Area with shelter and food. Once a month, junior high students work with PADS representatives to prepare and serve warm meals for the homeless at the PADS shelter. At Thanksgiving, students contribute items and create food baskets for about seventy needy families of the Saint Gilbert community. At Christmas, eighth graders provide gifts for local children whose parent is incarcerated in the Lake County Prison. Sixth and seventh graders provide gifts for needy families for the local Saint Vincent DePaul Society, and younger students provide other needed items for other local shelters. During Catholic Schools Week in January, students participate in a variety of events like pet food collections for local animal shelters or create cards for veterans at Great Lakes Navy Base. Students and families participate in Feed My Starving Children which prepares meal packages for children in impoverished areas of the world. Serving the community begins in preschool and becomes a part of the moral fiber of a Saint Gilbert student.

"Promoting academic excellence" as stated in the mission statement is paramount in the establishment of the high level curricula as well as extra-curricular opportunities for students. In the area of technology, students may participate in coding or robotics club. Math and science are promoted through Science Olympiad, Science Fair, and Math Counts, both in the regional and state venues. The language arts are enhanced through spelling bees and writing contests sponsored by local businesses. Social science is augmented through history and geography bees. Saint Gilbert students have excelled in all of these areas, many times advancing to state and national level or even having poetry published. Saint Gilbert students continually score high in standardized tests. Striving for academic excellence is part of a Saint Gilbert student.

Another integral part of Saint Gilbert School’s educational process are the traditions that teachers and students partake in each year. For example, every autumn, kindergartners participate in an Apple Fest in which families are invited. They also learn about the growth of chicks when hatching eggs and then as 8th graders study embryology in greater depth. First graders in costumes parade through the school on Halloween. The Feast of Santa Lucia is celebrated with another procession to classrooms by kindergartners. Third graders make character masks for book reports and fifth graders create rosaries in October. Younger students anticipate these events because their older siblings participated in them. The older students feel connected to these traditions when they see the participation by younger students. These traditions make Saint Gilbert School a special place to share familiar experiences, while creating a comforting and loving place to learn.

A third significant tenet in the Saint Gilbert School mission statement is "fostering the unique gifts of individuals" which includes the creative side of students. Students have opportunities to enhance their talents not only in the curriculum but also in clubs. Fine arts are advanced through art club, choir, band and for junior high students in the spring musical. Students may also participate in chess club, scrap booking and the environmental club, Green Team. Athletic talents are also developed through the myriad sports teams available. Saint Gilbert School is a member of the Northern Illinois Catholic Conference (NICC) in which Saint Gilbert School students may compete with other students from other schools. Want to combine

athletics and the arts, then cheer leading is the path for some students.

Service, academics, and talent are the different layers of a Saint Gilbert School student which are encouraged by the members of the Saint Gilbert community. These opportunities provide a vital component to the growth of a happy, successful individual.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

**OVERVIEW:** Mark Twain stated that he “never let schooling interfere with (his) education” implying that school and education are mutually exclusive. At Saint Gilbert School, this is not the case. Saint Gilbert School promotes the growth of the entire student. Students are not created equal, each comes to Saint Gilbert School with unique talents and challenges. It is the goal of Saint Gilbert School to foster these talents through a caring environment that encourages each student to reach their potential. The cross-curricular approach is based on the Chicago Archdiocesan Benchmarks which are correlated with the Common Core State Standards (CCSS) for preschool through 8th grade. Lessons are differentiated to meet the needs of diverse learners. Saint Gilbert School is an area leader in technology with a one-to-one program. Each student in grades 4 through 8 is provided with chromebooks, and iPads are provided for students in the lower grades. This initiative elevates lessons which emphasize research, critical thinking, problem solving, and creativity.

In a thorough education, cross curricular topics are abundant. ELA (English Language Arts) concepts are fundamental to all areas of the curriculum. Math, social studies and science also share frequent areas of commonality.

**READING/ENGLISH/LANGUAGE ARTS:** Saint Gilbert School has a strong Language Arts curriculum based on CCSS. Collaboration is commonplace as junior high students help younger students in writing narratives or as reading buddies utilizing the SRA series. Novel studies in 4th through 8th grades cover a gamut of genres including nonfiction, fiction, biographies, etc. Techniques such as DOL (Daily Oral Language) are used to strengthen grammar skills. Writing skills are stressed at all levels and subjects. A joint English and science project emphasizes formal writing to communicate information. Oral presentation skills are evident in communicating results for a science project, running for student council, presenting book reports, or performing skits. Using technology to obtain information, students learn to analyze a website for credibility.

**MATHEMATICS:** The math curriculum is based upon the mathematical practices which stress perseverance and multiple strategies in problem solving and critiquing the procedures of others. This is the next level in mastery where students justify their process using mathematical theorems. A variety of online resources such as IXL, Front Row, and Khan Academy are used to strengthen foundational skills and differentiate lessons. In the elementary grades, students are identified for small group instruction for remedial or advanced work. Beginning in 6th grade, students are tracked into honors and regular level courses as another form of differentiation. Advanced 8th graders take a high school level Algebra I course while all honor students use the graphing calculator to infer concepts as well as perform simulations. Students are exposed to critical thinking through the National Mathcounts Program. Real world applications and measurement with appropriate tools and modeling strategies are implemented at all levels.

**SCIENCE:** The science curriculum is based on the framework of the Next Generation Science Standards and STEAM (science, technology, engineering, art, math). Students from preschool through 8th grade perform experiments, analyze and interpret data, and construct explanations. Junior high students concentrate on engineering as they design, test and modify devices such as a windmill or an object to limit heat transfer. The honors 8th grade class participates in the national U.S. Crystal Growing Competition (USGC) where they have earned 1st and 2nd place in the past two years and this year have earned 1st place. Junior high students perform independent science projects and participate in regional and state science fairs. The science curriculum is supplemented through a Science Team consisting of 5th through 8th graders, working together to solve problems. The team competes in the regional Science Olympiad and has progressed to the state level. STEAM is also supplemented by the Robotics club.

**SOCIAL STUDIES:** The social studies curriculum is designed around project based learning. The elementary grades concentrate on the history and geography of the U.S. Fourth grade students are introduced to Illinois government, while 5th graders become familiar with the judicial system as they perform mock

trials. The online iCivics program is utilized in junior high to teach government. Students in 7th grade study the Illinois Constitution culminating in the Illinois Constitution test whereas 8th graders study the U.S. Constitution which culminates in the U.S. Constitution test. Saint Gilbert School students participate in the "Stock Market Game" and "Invest Write" sponsored by SIFMA (Securities Industry & Financial Markets Association) which is funded through ECON Illinois in conjunction with Northern Illinois University. ECON Illinois created the "Personal Finance Challenge," which is an online test that explores students' knowledge of personal finance. The past two years Saint Gilbert School had a winner at the state level and last year a student took third place at the National level in this writing competition.

**PRESCHOOL:** Preschool follows the Illinois Early Learning and K-3 standards which ensures children are exposed to math, language, social studies, science, and reading readiness. These skills serve as a basis for all future learning. Math activities encompass number recognition, geometry, algebraic equations, fractions, and logic. Literacy activities include letter recognition, beginning sounds, rhyming words, story dictation, and comprehension strategies that include conflict identification, character recognition, story sequence, and retelling. Science experiences include natural phenomena, small machines, life cycles, and chemical reactions. Research demonstrates that children who attend preschool are better prepared for school and this is seen at Saint Gilbert School. Student adjustment is highly improved as students are familiar with the school and procedures. In addition, areas of academic need are identified providing interventions for students at an earlier age.

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

**ART:** Students in grades K through 8 participate in art once a week for 30 to 40 minutes. They create projects using a wide variety of materials and mediums. Through the use of a variety of materials, students develop their fine motor skills, visualization techniques, and inventiveness. The Elements of Art and Principles of Art are taught through hands-on learning. Accomplished and famous artists are introduced. Art provides practice in problem solving, perseverance, focus, nonverbal communication, decision-making, and dedication.

**MUSIC:** Preschool students participate in music for 20 minutes, and students in grades K through 8 participate in music class for 30 to 40 minutes once a week in addition to daily classroom activities. Lessons incorporate an exposure to a variety of instruments, choral arrangements, music styles, and world customs and cultures. Band and Choir are offered as extracurricular activities to students beginning in 2nd grade. Junior high students have the opportunity to participate in the annual Spring Musical which introduces students to the performing arts, both on stage and behind the scenes.

**PHYSICAL EDUCATION:** Preschool students participate in PE for 20 minutes once a week and students in grades K through 8 participate for 40 minutes twice a week. All students participate in a curriculum based on Illinois state standards and learn the value of physical fitness and good sportsmanship. Teachers use developmentally appropriate activities to help students become life-long supporters of exercise and sports for good health and fitness. Junior High students experience a variety of social dance opportunities. A competitive, inter-conference sports program that offers basketball, volleyball, track & field, cheer leading, and cross country is provided for boys and girls

**FOREIGN LANGUAGE (Spanish):** Saint Gilbert School is in compliance with the foreign language requirement as stated on the CAPE website. Students in 6th through 8th grade participate in a daily Foreign Language in Elementary School (FLES) Program. Learning a foreign language not only strengthens students' abilities and knowledge in their first language, it also helps reinforce knowledge across other disciplines including math, science, social studies, health, and geography by reviewing material from those subjects from a different perspective. Bilingualism has been linked to higher test scores on the ACT and the SAT as well as prolonged and improved memory abilities. As a result, Saint Gilbert School improved its FLES by increasing the opportunity for students to acquire Spanish as a foreign language by studying and practicing the language for 190 minutes per week instead of the previous 80 minutes per week. FLES programs enable students to reach higher levels of proficiency throughout their lifetimes. The Spanish program at Saint Gilbert School prepares students for high school with the goal of placement into Spanish 2 as Freshmen.

**RELIGION:** As a Catholic school, Saint Gilbert School incorporates the foundation of the Catholic faith across all curricular areas, but also includes a daily religion class in the core curriculum in all grades. The curriculum is based on the Catholic Catechism which incorporates service, prayer, doctrine, scripture, history of the Church, and comparative religions.

**TECHNOLOGY:** With the expansion of the program to provide one to one Chromebooks or iPads to students in 2nd through 8th grades, one to two iPads for kindergarten and first grade, and ipad stations in preschool, students have the world at their fingertips. Technology skill classes have been integrated into the curriculum, and teachers work to incorporate the skills that were taught in the stand-alone computer class in a way that is meaningful and integrated. The melding of technology skills and classroom curriculum demonstrates to students real world applications that are necessary in today's ever expanding classroom. Digital support products have been added in language arts and math classes differentiating the curriculum to support learning outcomes and fill gaps in individualized learning plans. Saint Gilbert School has participated for the second year in the annual Hour of Code program to help develop problem solving and critical thinking skills. To further expose students to hands on technology, the University of Illinois Extension 4H Robotics program was started this year for students in 5th through 8th grades.

**HEALTH:** Junior high students participate in Health classes once a week for 30 to 40 minutes. Students read and analyze information on topics such as nutrition, fitness, disease, mental health, emotional disorders, and social health and learn how to apply this to their daily lives. In addition, much of health class is hands-on, such as earning the Red Cross CPR certification and taking part in fitness classes like yoga.

**LIBRARY:** Students in preschool through 5th grade visit the library once a week. They learn valuable research skills and are introduced to a variety of writing styles. Students participate in Renaissance Learning's Accelerated Reader program that helps teachers and librarians manage and monitor children's independent reading practice.

The availability of all of these programs to students makes it possible for students to experience the fine arts, language, academics, and sports at the same time. Once in high school, this might not be possible due to competition and time constraints. Through these programs, students may expand upon their unique talent.

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

As included in the mission statement, Saint Gilbert School offers a quality Catholic education by fostering the unique gifts of individuals and promoting academic excellence. This is done through a variety of instructional approaches. Classroom teachers utilize direct instruction, modeling, small group instruction, cooperative learning, re-teaching, as well as applying Gardner's Multiple Intelligences and learning styles into lessons. This might be learning a song to reinforce concepts, acting out a story, drawing visual representations, taking nonlinguistic notes using charts and graphic organizers, using manipulatives or applying technology. Teachers scaffold instruction with a gradual release of responsibility while working towards identifying a child's assisted and independent performance levels. Teachers support and challenge students toward becoming confident and independent learners by reinforcing effort and providing clear feedback.

Students are regularly assessed using both classroom and standardized tests. Teachers utilize data from GAINS (General Assessment of Instructional Needs) quizlets for reading, English, and mathematics, which are aligned with the Archdiocesan benchmarks, to assess if specific benchmarks are being met for individual students. Students in grades K to 5 take the Renaissance Star 360 assessment in mathematics and reading three times a year. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Oral Reading Fluency (3 times a year) and Gates-MacGinitie Reading Tests (end of the year) are utilized in grades 1 and 2. Students in grades 3 to 8 use the ACT Aspire interim (mathematics, reading, English, and science) as formative assessments and the ACT Aspire summative assessment (science, mathematics, reading, English, and writing) as an annual standardized assessment. These scores are analyzed by teachers to drive instruction and determine which students need additional support in the form of mathematics and reading interventions.

Teachers analyze the summative Aspire data to create the Continuous School Improvement Plan (CSIP). This CSIP is a working document where teachers first identify strategies to improve the lowest mathematics and reading strands from the previous year and then return to it regularly to identify growth and progress. Formative assessments throughout the school year provide this data to continuously analyze this document. The Common Core Standards that Aspire reports correspond with the Archdiocesan benchmarks and provide teachers specific areas to focus on for student learning. Analysis of data revealed that Saint Gilbert School does not have any significant subgroups.

The Learning Resource Center (LRC) supplements and supports classroom instruction for struggling students. The LRC is run by a full-time resource teacher and parent volunteers, many of whom are retired teachers. Together they create individualized plans and monitor students with IEP (individual education plan) and 504 plans. New this year, technology is being integrated to better monitor the progress of how these students are performing. In addition to the traditional paper/pen programs like Number Worlds and Read Naturally, students now take an electronic diagnostic test for MobyMax to progress at their individual level in both mathematics and reading. This individualized support provides students with immediate feedback, teachers with specific strengths and weaknesses of each student, and a report for parents of how their child is improving. The administration and resource teacher also work closely with the local public school district to assure qualified students receive appropriate services.

Accommodations are made in the classroom to meet the needs of every child. The junior high mathematics classes are tiered to provide more individualized instruction to students. Students in the honors courses complete a full year of high school algebra before graduating eighth grade, while students in the regular mathematics courses graduate with a strong foundation to start high school at grade level in Algebra 1 courses. Struggling students may have additional time on tests/assignments, shorter or chunked assignments, an alternate space for working (LRC), or additional resources to help them succeed. Advanced students may complete enrichment activities to dive deeper into the content or peer teach their classmates to better understand the material themselves.

Technology is another great tool to help differentiate learning for students in the classrooms. Teachers use IXL, Front Row, Khan Academy, Google Classroom & Drive, Kahoot!, Nearpod, and online textbooks to engage all students in the lessons. Saint Gilbert School utilizes a variety of technology to both engage and differentiate to each child's needs.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Saint Gilbert School is a second home to students, their families, and the staff. Each day teachers arrive early and stay late to create a student-centered atmosphere. In the junior high, teachers hold after school sessions to help students in math and writing. The school community is truly one big family.

Students take ownership in several areas at Saint Gilbert School. Student council is one key way for the students to be leaders at school. Student Council approximates student government with committees and compromise. Representatives are elected from 4th through 8th grades, with 6th through 8th grade students acting as president, vice president, treasurer, and secretary. Every morning student council members lead the school in prayer, the Pledge of Allegiance, and other announcements. The day concludes with prayers and other news like upcoming athletic games. Student council members also plan events throughout the year that motivate students. Spirit Week is one event that highlights the attributes of Saint Gilbert School. A pep rally is planned to celebrate the athletes and cheerleaders. While teachers advise the students, the event is organized and run by the students.

Students are motivated in several school programs. Through Rebel Rewards the students are acknowledged for making good behavior choices that support Christian values. Teachers give students tickets for positive behavior, and those tickets are entered into a weekly raffle from which the winners earn a Casual Dress Day Pass. Also, in the junior high, the students earn Casual Dress Day Passes for great behavior each trimester. In the school-wide “Box Top Collection” classes enter a friendly competition to bring in the most Box Tops. The top class wins an award.

At Saint Gilbert School, a positive learning environment is created by the high expectations of both parents and teachers. Academically, junior high students are motivated to earn a place on the Honor Roll at the end of each trimester. Within all elementary classrooms, teachers reward students with a variety of awards such as homework passes or special treats.

Teachers are supported and valued in several ways. The administration provides needed assistance in the classroom. An “Open-Door” policy allows teachers to approach the principal with any concerns with students, curriculum, or school policies. Teachers feel valued and appreciated though some special events provided by the Family School Association (FSA). At the beginning of the school year, FSA gives each teacher a gift card to buy needed supplies. During parent-teacher conferences, FSA caters the dinner for the teachers. At book fairs, teachers complete a “Wish List” and parents generously buy the requested books for use in classroom.

### 2. Engaging Families and Community:

At Saint Gilbert School, the families and students are involved in community events. For Grayslake Days, Saint Gilbert School participates in the parade which involves creating a float and walking with students and parents. Saint Gilbert School is a member of the Grayslake Exchange Club which is an organization consisting of the business leaders of the village. Saint Gilbert School has participated in the Grayslake Heritage Museum Christmas Tree decorating competition as well as the community Trick or Treating event. Local restaurants such as Culver’s allow teachers to act as servers and then donate a portion of the profits from that evening to the school. During Catholic Schools week, the Grayslake restaurant, Emil’s, includes a hamburger named after the parish pastor, Father John, and pizza named for the school itself. The Grayslake Village Board of Trustees has recognized Saint Gilbert School as an important member of the community through proclamations.

Family involvement is an integral part of Saint Gilbert School. Grandparents or special friends join their significant students at Mass and in classrooms on “Grandparent’s Day.” Other activities include the “Daddy and Daughter Dance” and “Mother and Son Bowling” events. Daily lunch and recess routines involve parents. Parents volunteer to supervise lunch in each classroom and help watch the students during recess

outside. The athletic program relies on parent volunteers to be coaches and helpers at games. This parental involvement helps maintain the strong sense of community as parents and students create relationships.

Evening events are held to showcase students' achievements to the community. STEAM events have been recently held at Saint Gilbert School. At these events, Science, Technology, Engineering, Arts, and Math are highlighted. Student artwork is displayed as well as science projects. The choir, band, and drama students also perform. "Reading Nights" are also held in where students attend dressed in their pajamas and listen to stories read by teachers.

The Saint Gilbert School website is an invaluable tool that keeps parents and the community informed about events and news. Academic achievements like standardized test scores and awards earned at scholastic competitions are reported. Athletic events and results often include team pictures. All teachers provide support for parents through the school website. Teachers update homework and class activities on their pages. The principal electronically sends out current news in "Weekly Reminders" each Friday to parents.

Two important groups of parents provide leadership and support to Saint Gilbert School. The SAB (School Advisory Board) consists of parents who work together to provide guidance to the general operation of the school. Some of their work includes determining funding sources, reviewing the budget, and creating policies that help govern the school. FSA (Family School Association) is another group of parents who work effortlessly to hold activities for the school community. Fundraisers are held as well as family activities such as the annual Halloween party.

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

The administrative team and teachers at Saint Gilbert School are extremely committed to professional development, as it is the critical link to student success. The administrators are committed to continuing their own professional development which includes, but is not limited to, graduate studies, professional academies, and leadership workshops offered by the Office of Catholic Schools and other accredited organizations. The administration enthusiastically encourages opportunities for teachers to attend nationally renowned workshops presented by experts in the field of education who share their knowledge in their specific areas of expertise. In addition, some teachers have presented at regional meetings such as NISE (Northern Illinois Science Educators) and have published in NCTM (National Council of Teachers of Mathematics) journals.

Professional development experiences are aligned with the school's Continuous School Improvement Plan, as well as the goals of the Archdiocese of Chicago, and emphasize Common Core academic standards. The school has placed a special focus on training teachers on technology integration, data-driven instruction, Response to Intervention, and differentiation. Because of Saint Gilbert School's devotion to the safety of its students, the faculty and staff of Saint Gilbert School and the parish has worked in partnership with the Archdiocese of Chicago and the Grayslake Police and Fire Departments to create the Saint Gilbert School Crisis Management Plan. The administration and teachers have also participated in a variety of table-top training scenarios surrounding this critical area of school safety.

To further foster individual education and development, Saint Gilbert School annually provides each full-time teacher with \$1200 to be used for seminars, conferences, workshops, subscriptions, and graduate studies. In addition, the administration optimizes the use of Title II funds that are approved for professional development. All teachers are encouraged to share innovative ideas with the faculty during monthly meetings as well. Together, teachers share in a true partnership and collaborative commitment to continuing their education. As professional educators and lifelong learners, the teachers at Saint Gilbert School share in their accumulation of knowledge with one another and continue their professional development experiences to ensure optimal learning for all students.

A focus within Saint Gilbert School is technology-enhanced learning. With this in mind, the school has brought in Microsoft representatives to train teachers on how to use Microsoft programs as well as Google professional trainers to instruct teachers on Google Apps for Education.

Saint Gilbert School is proud of its professional development program which has increased the academic success of the students as seen through a rise in test scores. Many graduates are awarded academic scholarships and are placed in honors programs in high school.

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

Saint Gilbert School is operated under the auspices of the Catholic Bishop of Chicago in the Archdiocese of Chicago. The administrative team includes the pastor and principal, who are supported by the School Advisory Board comprised of school parents and parishioners. The pastor and principal participate in all Board meetings and deliberations. The Board's various committees are engaged in strategic planning, reviewing the annual budget, fundraising, marketing and development, and overseeing programs and initiatives that focus on enhancing each child's educational experience.

The pastor has the responsibility of guiding and coordinating the faith ministry in the school. He advocates for the school and provides support on significant administrative matters. The principal is the educational administrator of the school and, with the support of an assistant principal, oversees the day-to-day operations, mentors, supervises, and evaluates teacher performance, and monitors student progress. He also seeks and provides opportunities and resources for student growth, and communicates expectations to all stakeholders. The administration places great value on building relationships with these stakeholders and fosters the belief that each individual is essential to the overall commitment to student growth. Parents and school staff participate in regular, two-way, meaningful communication regarding student learning. Back to School Night, Open House, STEAM Night, parent meetings, and weekly newsletters provide parents with a better understanding of the academic programs and goals of the school.

A staff development structure is in place to maximize precious personal time, communicate respect for the staff, and nurture individual leadership. A weekly rotation of faculty meetings ensures that learning communities thrive at the school. Business, unit, and staff development meetings occur every Wednesday afternoon. The business meetings ensure that the staff regularly convenes as a group to maintain a mission driven dedication to the school. Vertical and horizontal articulation by grade level and department occurs at unit meetings and supports the learning community framework. Teachers discuss observed gaps in instruction from grade to grade, share educational resources gathered at outside workshops, and formulate school policy and procedural needs. The monthly staff development meetings support ongoing school improvement and continuous professional growth. No one teacher is responsible for the success or failure of a student, and the administrative management style promotes a culture of professional collaboration through shared leadership.

The leadership philosophy is based on respect for every student and the families that support each child. Fostering the family-school relationship as well as those with the community at large are vital in ensuring the school goal of educating the whole child.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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Schools applying for the Blue Ribbon Award are high achieving schools and Saint Gilbert School is no exception. So what makes Saint Gilbert School different? The success can be attributed to many factors: dedicated faculty, challenging curricula, response to assessment results and community involvement. Of these, community is the strongest asset that makes Saint Gilbert unique.

## 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 X      No

3. What is the educational cost per student?      \$5466  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1250

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?      6%

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

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 3  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	417
Number of students tested	49
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	418
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	419
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	424
Number of students tested	48
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 7  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	425
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 8  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	430
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 3  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	417
Number of students tested	49
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 4  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	420
Number of students tested	45
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 5  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	420
Number of students tested	34
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 6  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	423
Number of students tested	48
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 7  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	425
Number of students tested	47
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT Aspire  
**Publisher:** ACT, Inc

**Grade:** 8  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	428
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Not applicable</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:**