

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mrs. Patricia Jean Strang

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

Official School Name Saint Bede Elementary School

(As it should appear in the official records)

School Mailing Address 36399 N Wilson Road

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

Ingleside IL 60041-9609
City State Zip Code+4 (9 digits total)

County Lake

Telephone (847) 587-5541

Fax (847) 587-2713

Web site/URL https://www.stbedeschool.com

E-mail pstrang@stbedeschool.com

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

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

E-mail jrigg@archchicago.org

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 Ms. Kelly English

(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

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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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

Data should be provided for the most recent school year (2017-2018) 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	12	23
K	2	8	10
1	10	7	17
2	10	17	27
3	5	10	15
4	11	8	19
5	9	12	21
6	10	13	23
7	8	6	14
8	3	17	20
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	79	110	189

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 2 % Black or African American
 - 6 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 5 % 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 2016 – 2017 school year: 4%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2016	219
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Polish, Tagalog, Malayalam and Hindi

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

7. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 19

8. Students receiving special education services: 3 %
6 Total number of students served

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

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

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:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
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 16:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	96%	98%	97%	96%	95%
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 2017.

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.

Saint Bede School exists to support its students by providing a challenging educational experience, which includes social and emotional growth, values, tradition and faith.

PART III – SUMMARY

Saint Bede has a rich history dedicated to embracing the needs of the faith community in the Chain O' Lakes area. Saint Bede is located in Ingleside, Illinois, situated between Chicago and Milwaukee. Ground was broken for Saint Bede School on October 13, 1957, and by the following May, eight classrooms were completed. That September the school welcomed about 140 students enrolled in 1st through 4th grades. The Sisters of Resurrection staffed the school, and in 1963 the school expanded with an additional building including a convent. In 1991 a parish center containing a gym and cafeteria was completed. In 2005, as the parish continued to grow, a new Faith Formation Center was constructed, and in 2008 it became the new home of Saint Bede School and the Religious Education Program.

Saint Bede is blessed with great leadership, an incredible and dynamic faculty and staff, and a state-of-the-art facility. The students are inquisitive, respectful, dedicated and responsible. Saint Bede parents and parishioners are generous, involved, enterprising and committed. The members of Saint Bede have always shown that in good times and in bad, the following of Christ and the lessons of faith can always enable them to overcome adversity.

In 2016, due to monetary constraints, Saint Bede was told it was in danger of having to close its doors. Dedicated parents, teachers and the community successfully rallied to fundraise the amount needed to create an independent and fully-functioning school. Despite this obstacle, Saint Bede maintained the integrity of the educational process for the students to ensure growth and success. Subsequently one of the neighboring parochial schools faced a similar predicament and ultimately had to close its doors. Without hesitation, Saint Bede welcomed these displaced students with open arms. To ensure a smooth transition to the new environment, staff at Saint Bede accommodated the traditions and educational practices of the incoming students to begin to create a unique bond between strangers now becoming teammates, friends and followers of Christ.

In addition, Saint Bede has developed a unique partnership with nearby public schools to share student services, provide dual enrollment and plan common curriculum based on the needs of the students. This relationship has opened up pathways to meet the needs of the students in the least restrictive environment as well as provide a common language amongst the community of learners in the region. Staff and families meet regularly with local school districts and outside agencies to assess, evaluate and discuss the best ways to support students with varying needs. Data is routinely discussed in the Data Analysis Team and the Student/Teacher Assistance Team (STAT) to ensure students' needs are adequately met throughout the year. This planning expands into the transportation needs of the students. In addition to owning its own school bus, Saint Bede partners with three local school districts to provide adequate transportation to and from school.

Saint Bede is representative of a diverse community. At the present time Saint Bede draws its enrollment from twelve zip codes across two states. Students represent multiple ethnicities and varying socioeconomic statuses and encompass a variety of faith communities. These faiths include Catholic, Protestant, Muslim and Hindu. Students attend school together in their elementary years and go on to celebrate success at over nine different high schools. Throughout its history, Saint Bede has risen above adversity and continues its focus on the education and support of the whole child, the family and the surrounding community.

The majority of educators at Saint Bede hold Master's Degrees and advanced certificates in their related disciplines. Teachers seek out professional development opportunities and strive to expand their pedagogy and teaching methodology on an ongoing basis. In conjunction with the Saint Bede data-driven school improvement goals, teachers regularly attend professional development in writing strategies and success. The current focus is on improving instruction of writing techniques, developing common language and facilitating organizational strategies. Teachers collaborate between grades, disciplines and as a whole school to complete projects in writing, health and fitness, and community outreach. Students routinely demonstrate success in external academic competitions such as the National Geographic Geography Bee, Scripps National Spelling Bee, Patriots' Pen and Carmel Catholic High School math contest. Students foster leadership skills by mentoring in our buddy program where older students are paired with younger students

to provide guidance in a variety of academic and faith-based activities. Students have opportunities to expand their horizons by participating in a plethora of after-school activities including Science, Technology, Engineering, and Math (STEM) Class, Chess Club, Young Rembrandts, Drama Club, athletics, choir, Cooking Club, band and Yearbook Committee.

Students are greeted each morning by the inspirational words of Saint Bede The Venerable: "I have devoted my energies to the studies of the Scriptures, observing monastic discipline, and singing the daily services in church; study, teaching, and writing have always been my delight."

This passage reminds the students that there is a connection to student faith and academic success, and if they embody these words to fulfill their life's purpose, they will achieve greater success in this world and beyond.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum and Instruction

Curriculum benchmarks at Saint Bede in English, reading, math and science are aligned to the Illinois Learning Standards, Common Core State Standards, American College Testing (ACT) College Readiness Standards, and Next Generation Science Standards. These benchmarks are used to align curriculum, drive instruction and design assessments. This foundation prepares students with the skills to be successful for their next level of work.

English Language Arts:

The English curriculum establishes the practice of using English language arts (ELA) and also prepares students for literacy in history/social studies, science, and technical subjects. The emphasis on cross-curricular learning demonstrates the idea that students must learn to read, write, speak, listen, and use language effectively in a variety of content areas. The approach of developing strong literacy skills opens doors for success by providing the concepts required for college and career readiness in multiple disciplines. Students routinely focus on foundational skills in writing, grammar and spelling across all grades through practice and application using the identified curriculum. Teachers collaborate to align curriculum both vertically and horizontally to ensure skills are pre-taught, differentiated, reinforced and assessed throughout the year. Teachers strategically utilize Bloom's Taxonomy to guide planning and create learning environments that build knowledge and encourage higher thinking in spoken and written responses. To support the learning levels of all of the students, each grade utilizes additional help from resource staff and online supportive learning programs such as MobyMax.

Mathematics:

In mathematics the curriculum is vertically aligned to ensure a smooth transition to each succeeding grade level and success at the high school level. This year's emphasis on common language across grade levels has moved Saint Bede forward in achieving this goal. Teachers in 1st through 8th grades utilize the Star Math program to identify areas of focused and differentiated instruction. The MobyMax program is also utilized to allow students remediation and enrichment opportunities. By 7th grade all students are enrolled in pre-algebra and complete a high school level Algebra I course in 8th grade. Classroom activities across all grade levels emphasize the use of modeling, manipulatives, reasoning and argument construction to solve a variety of real-world mathematical problems. In 5th grade through 8th grade students utilize scientific calculators and Chromebooks to facilitate problem-solving goals. In addition students create larger projects to demonstrate applications in multiple areas including probability, statistics and geometry.

Science:

The science curriculum adheres to the Next Generation Science Standards and utilizes inquiry-based learning methods and application of the scientific method. Hands-on experiences are an integral part of the learning emphasis at Saint Bede. Students in all grades have access to a state-of-the-art science laboratory, which includes a fume hood, eyewash stations and a wide variety of tools and apparatuses. Utilizing the technology resources, students can readily access curriculum and extend their learning in the well-equipped technology lab. Having the ability to combine technological resources with scientific inquiry has promoted a desire for Saint Bede students to connect higher level learning to real-life applications. Teachers also implement STEM strategies to foster problem solving skills and creativity in the sciences. Students use these resources to discover the inner workings of the natural world, physics and chemistry.

Social Studies:

The social studies curriculum is not only taught in conjunction with other subject areas, but also stands as its

own subject matter being taught as one of the core subjects with a designated class period. Curriculum is aligned with the Archdiocesan learning standards and emphasizes the importance of being an active American citizen and the rights and responsibilities associated with this privilege. Students are also taught that they are members of the global community. The histories of numerous cultures and religions are taught so that students have a greater understanding, and appreciation of, diversity. Students are taught to analyze the causes and effects of various historical events and to formulate opinions about the situations based on facts. Students are able to connect historical events across varying time periods and locations. In addition students learn about and discuss current events allowing them to relate the unfolding news stories to their own lives and the world around them.

Preschool:

Preschool is included in the vertical alignment of the Continuous School Improvement Plan (CSIP). The curriculum is based on Illinois Early Learning and Development standards. It includes religion, language arts, math, fine arts, science, social studies and health. Each day offers a variety of activities to aid in the development of an inquisitive mind, self-esteem, compassion for others, positive attitude toward learning and appropriate developmental tasks, while recognizing the need for play. Many creative learning-oriented projects are developed that include monitored play, stories and activities with phonemic and numeric learning. After students complete the four-year-old program, they are evaluated to ensure kindergarten readiness.

2. Other Curriculum Areas:

Saint Bede School recognizes the importance of a well-rounded academic program; consequently, specials classes are incorporated into the curriculum.

Physical Education:

Students in kindergarten through 8th grade have physical education (PE) class twice a week while students in preschool have PE class daily. In addition to learning the rules and how to play various sports and games, all students are taught the importance of leadership, sportsmanship and teamwork. Students are encouraged to do their best and support one another in their endeavors. All students learn how to both win and lose graciously. Academic best practice is supported in PE and students routinely have written assessments based on the learning targets set forth in the Archdiocesan curriculum.

Technology:

Students in 5th through 8th grade have one-to-one Chromebooks that are utilized in all content areas. Students complete assignments on Google Classroom, and teachers use various programs to present content material and support the need for individualized student learning. These programs include MobyMax, Digital Compass, Accelerated Reader, EdPuzzle, BrainPop Jr. and Kidspiration. By the end of their academic journey at Saint Bede, students are proficient in the fundamentals of keyboarding skills, coding, and creating Google Docs, Slides, Sheets and Drawings. Students in 7th and 8th grades have transitioned to using online textbooks for math which provide additional functionality in the form of video tutorials, graphing calculators and other online resources. SMART Boards are incorporated in the classrooms to enhance the learning outcomes for all grades. Students in 4th through 8th grade create and present both individual and group multi-media presentations. Expectations are set to incorporate graphics and special effects into presentations to enhance the assigned projects. The value of presenting work in a professional manner and determining the best credible resources to use in various presentations is enhanced by the use of technology. These skills are integral for 21st century scholars and future productive members of society.

Spanish:

Saint Bede School is in compliance with the program's foreign language requirements. Spanish is taught once a week to kindergarten through 4th grade, and twice a week in 5th through 8th grade. As per the United States Department of Education's guidelines, Saint Bede students meet or exceed the 30 minutes per week

for a full year. Instruction using language immersion techniques is provided by native speakers. The children are able to experience the conversations and cultures of people from Hispanic countries. To foster the entry level speaking skills, the Discovery Language curriculum is used and is expanded as the students' ability and proficiency increase. Vocabulary, grammar and conversational skills are taught using whole class and small group instruction. Students demonstrate proficiency through written, oral and project-based learning.

Art:

All students have art class once a week. A retired art teacher instructs students using the Archdiocesan Fine Arts curriculum. Techniques taught include perspective, shading, silk screening, scaling, gridding and sketching. Various media, such as pencil, water colors and chalk, are incorporated to model works of famous artists. Students are also encouraged to express their individuality creatively in their works of art. Older students research various artists from the Renaissance and create a slideshow about their findings. Students learn how art reflects the times in which they are created, and learn to appreciate the differing styles and techniques utilized in these masterpieces.

Music:

All students attend music class one time per week and are taught using the Archdiocesan Fine Arts curriculum. Students are instructed in voice, basic music reading, rhythms and music appreciation. Students participate in two concerts per year: one in December which has a Christmas theme and one in the spring which serves as the entertainment on Grandparents' Day. The concerts are a way for the students to showcase to the parents what they have learned and to promote holiday spirit and unity.

Religion:

Through the Archdiocesan religion curriculum students are called to understand how using their faith as a moral compass guides them to a satisfying and fulfilling life. The process of learning and demonstrating their faith inspires students to live the gospel message in daily activities. Instruction includes active weekly participation in mass, daily cross-curricular instruction, and a lifelong commitment to serving the community. As a part of the religion standards, morality is also incorporated into the curriculum. Family Life instruction includes respect for themselves and others, safety, food and nutrition. The children explore the process for making good choices in their lives in order to be the best that they can be. Both physical and moral choices are included, and the strategies are faith-based.

3. Instructional Methods, Interventions, and Assessments:

Instructional Approaches

Teachers routinely utilize a variety of best practices to ensure that all students are being taught in their zone of proximal development. Awareness of student abilities allows for teachers to better plan for individual student growth. Saint Bede holds high expectations for learning, and teachers are never afraid of incorporating new strategies into their current repertoire of teaching methodology to ensure that all student learning modalities are met.

In 2015 Saint Bede implemented the Core Instructional Model to every lesson plan in each subject area. This model uses systematic instruction to promote better student comprehension to strengthen their metacognition. The lesson plan template includes the objectives of the lesson, how to assess students' relevant knowledge on the topic, the presentation of the material, student active learning and measurements of success. Implementation ensures that all lessons encourage active student participation, include higher-level problem solving and allow for differentiation.

The STAT is utilized to evaluate data of students who score above or below the expected growth targets. For example the local school district will evaluate Saint Bede students and advise the staff and parents on services that are available as well as suggest strategies that may be used by the school. Saint Bede students who are district residents may be dually enrolled, receive services on the public school campus, and be

transported to Saint Bede. Non-residents are eligible for services such as speech and social work. Students who consistently perform above the benchmarks are given more challenging coursework such as alternate materials, research projects or activities to help them further their individual academic interests. Teachers routinely meet with students outside of school hours to tutor and expand student growth in a variety of subject areas.

Assessment is an ongoing and routine part of monitoring the value and effectiveness of Saint Bede's curriculum. With the addition of 1:1 technology in 4th through 8th grades, assessment is streamlined to allow for less interruption of students' daytime learning. Three times a year students take the ACT Aspire Interim Assessment which provides a snapshot of the students' learning growth in reading and math to the learning team. This allows for better planning and reflection for teachers to evaluate how well the students are achieving the learning targets. The ACT Aspire serves as the summative assessment and allows for planning and reflection as to how staff can prepare for the upcoming school year. Data is routinely evaluated at staff meetings, at the STAT, and at the ongoing Data Team meeting. Data is incorporated into the CSIP and is used to create learning targets, develop teacher goals and plan for student growth. Students take the Star Reading and Star Math assessments three times a year to provide an additional snapshot of student readiness in each trimester of the current school year.

At the individual classroom level teachers routinely use Quizlets (oral or written questions linked to specific benchmarks) to provide authentic rubric-based formative assessments. Teachers also utilize unit and chapter tests throughout the year to plan and assess students' knowledge at strategic points. A variety of formal and informal assessment strategies such as individual and group presentations, Google Classroom and hands-on, project-based learning are also incorporated. Preschool through 2nd grade utilizes the SuperKids program to assess and plan for reading skills and abilities. This helps vertically align the ELA curriculum across the primary grade levels.

Analysis of the results of Saint Bede's Spring 2017 ACT Aspire tests shows achievement gaps across several grade levels and subject areas in the gender subgroup. However, these discrepancies are not consistent with the exception of writing. In each grade analyzed, female students performed at least 10% higher on the writing exam than their male counterparts. While this is consistent with national trends, Saint Bede has undertaken several steps to bridge this gap: integrating technology in writing across grade levels, writing across curriculum and participating in staff-wide professional development. Finally, in accordance with national curriculum standards, Saint Bede has shifted the balance of its writing curriculum to formal, strategic writing (which typically appeals to males) with less emphasis on creative writing.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students are motivated to achieve at various levels based on the multitude of academic and leadership opportunities offered at Saint Bede. Each trimester students earn awards in the three-tiered honor roll program. The students are recognized after mass to accept their academic awards and receive accolades from the families and the community for their achievement. At the end of the year one student in each grade level is presented the Disciple Award from the principal. This award is given to students nominated by classroom teachers for epitomizing the gospel message. Students also are expected to maintain a high grade point average to remain eligible to participate in all extracurricular activities. They are intrinsically motivated, but more importantly, they show an abundant amount of support and admiration for their classmates as they too achieve academic milestones.

Support for writing is highlighted through the use of a vertically aligned multi-grade progressive writing project. The end result is a series of ten student-written, illustrated and edited books created by students from each grade level. Goals and rubrics are based on the specific learning standards indicated in the CSIP. This project supports the value of progressive learning and the desire for students to work as a team to share the learning experience regardless of age difference.

To promote unity and support for one another, students compete in Olympic Day each year where students combine into multi-grade level teams to compete in various mental and physical challenges. The school buddy program is also a way to foster school leadership and family-like friendships. Students take the initiative to lead the readings at mass each week thereby sharing their faith with the school community.

The longevity of the teaching team speaks volumes about how the staff at Saint Bede views its work as a ministry. The teachers and support staff have on average 11 years of service to the students and families at Saint Bede. Parental support for the staff is also evident in the numerous teacher appreciation events and gifts as well as supportive statements and emails sent by many of the parents on an ongoing basis. Teachers participate in the Secret Santa gift giving program as well as enjoy time to collaborate and share meals together at various times throughout the year. Teachers routinely are asked to provide input into school wide initiatives and goals and are constantly working to improve the academic and emotional programs provided at Saint Bede. It is clear that much consideration for academic growth and planning is done with all interested parties in mind.

2. Engaging Families and Community:

The continued success of Saint Bede School can in large part be attributed to the positive relationships that exist among the school, its families and the community. All three parties continually seek new ways to foster these relationships.

The Saint Bede Volunteer Involvement Program allows families to enrich the school through a variety of activities. These range from community building activities like the BBQ and Bags tournament, Trivia Night, Daddy/Daughter Bowling, Kid's Night Out, and Saint Bede Golf Outing; fundraisers like the Scholastic Book Fair, Holiday Bazaar, Walk-a-thon, Box Tops for Education collection and Halloween Hustle; and school support initiatives such as the room parent program and Parent Association. Volunteers run a number of extracurricular activities like the Yearbook Club, Drama Club, and athletics.

This involvement is not limited to the school itself because the call to social justice also drives the Saint Bede community. Students participate in quarterly distributions from the Illinois Food Bank truck and collaborate with Providing Advocacy, Dignity and Shelter (PADS) and the St. Vincent de Paul Society to support families in the surrounding communities who are in need. Additionally, the Student Council organizes monthly fundraisers to support various charities, including the Hurricane Harvey relief effort, Misericordia, Save-a-Pet, Heifer International and Juvenile Diabetes Research Foundation. In 2013 Saint Bede was the first place recipient of the PepsiCo's Dream Machine Recycle Rally. Students, along with

their family and friends, collected over 600,000 plastic bottles and aluminum cans. The \$25,000 monetary prize was used to make the school more environmentally friendly.

Teachers and administrators find creative ways to involve families and the community in school activities. One such activity is the egg-drop project where students create egg carriers to ensure that eggs can be safely dropped from a height of 60 feet. The school partners with the local fire department to ensure the quality and safety of the activity. Saint Bede also invites families and friends to reading nights throughout the year as a means to connect families with the love of reading. The themed reading nights engage families with snacks, crafts, book giveaways and stories read to the children by members of the faculty and staff.

Saint Bede School continually strives to maintain open lines of communication. Parents are kept apprised of school and faith activities via the school website, Facebook, Twitter, individual teacher webpages, the weekly Bede Buzz newsletter, Bede Seed Reflections blog as well as items in the parish bulletin. Families receive regular communication regarding student progress through Powerschool grade monitoring, emails, phone calls and parent-teacher conferences.

These activities and procedures have all culminated in a tightly-woven, caring community of families, school and community members that is a beacon in the Chain O' Lakes community.

3. Professional Development:

As strong proponents of lifelong learning, Saint Bede teachers and principal recognize the importance of professional development to improve teaching techniques. In 2014 Saint Bede formed the Data Analysis Team to delve into the standardized testing scores to identify learning and/or teaching gaps. Over the past three years, the team's findings have been brought to the teachers and administration to discuss these gaps, and, more importantly, how to close them. This year Saint Bede is addressing the writing gaps in its curriculum across all grade levels. The teaching staff met early in the school year to collaborate and create measurable and achievable goals. These goals and how to achieve them were written into this year's CSIP. An integral part of the plan is professional development (PD).

Teachers brought researched-based articles and professional development ideas to a staff meeting in September. Ideas were discussed, and the faculty voted on which strategies to pursue. Key components for selecting PD opportunities included those with up-to-date methods that aligned with the Archdiocesan standards, adaptability of the strategies into all grade levels, proven effective results and ease of implementation. After the PD opportunities were selected, the teachers voted to pool their professional development money in a show of support, solidarity and commitment to improve pedagogy and best practice.

Saint Bede's writing goals focused on the craft and structure of the students' written assignments. In November the teachers participated in a Thinking Maps inservice day. This method focuses on organizing the thoughts of students while allowing them to utilize critical thinking skills. There are eight maps that the teachers incorporate into all subject areas in all grade levels. The versatility of these maps and the consistency in which they are used promote vertical learning and common language among the teachers and students. Students utilize these maps and then use them to draft extended written pieces. For example, students in the 7th grade applied a "Double Bubble Map" comparing and contrasting the American Continental Army to the British military. Upon completion of the map, the students then drafted an argumentative essay detailing which side should have won the Revolutionary War and why. Students organized their fact-based thoughts using the map (the structuring element of the school's goal) and then drafted a plausible and sound argument (the crafting element of the school's goal) for their winning side. Teachers have been monitoring the progress of the students to measure the goals and ascertain if the gaps are closing.

4. School Leadership:

Saint Bede School is part of the Archdiocese of Chicago. The principal reports to the pastor as well as the regional director for the vicariate and Superintendent for the Office of Catholic Schools. There is an acting assistant principal who is a certified teacher with full-time teaching duties. Her job description as acting principal is limited to covering for the principal when the principal is out of the building but not sharing in the daily administrative duties of the principal. The school advisory board supports the school mission and provides feedback to the principal on various topics. School parents and parishioners show their desire for the success of the school through participation in events and activities. Parishioners attend the school's golf outing and 5K race. School families are involved in the parish's Bede Bash Dinner and Auction and the rummage sale.

The principal promotes activities of the parish organizations and ministries in the school newsletter. She sits on the Pastoral Council and attends at least one meeting a year of the Women's Club and the Knights of Columbus.

Leadership at Saint Bede School is collaborative in nature. Due to the size of the school and the small number of staff members, each teacher chairs at least one committee and serves on other committees as part of the philosophy. The principal participates in most of the committee meetings. The teachers provide feedback in the decision making process in a variety of areas. For example, the staff developed the goals for the CSIP and the means to achieve them.

Students must maintain a level of academic achievement to participate in extra-curricular activities such as Student Council, athletics, and Drama Club. This is monitored by the homeroom teachers on a weekly basis. The teachers then provide the information to the principal who analyzes the academic data to determine eligibility and possible additional academic support.

After the principal identified a need, the school upgraded its Internet service so the Aspire interim tests could be administered and additional Chromebooks could be accommodated. This allows for better access to technology in school and off campus.

In the spring of 2017, the Disciple Award was instituted by the principal to recognize one student from each grade who exemplifies the Gospel message. The principal understands the importance of honoring students who live their faith by demonstrating their commitment to Jesus through their faith, kindness, service, responsibility, and leadership.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

The one word that comes to mind that sums up the success of Saint Bede School is tenacity. This trait is seen in the students as they strive to be the best that they can be while balancing school, extracurricular activities, church and home. It is visible in the teachers and staff as they come to work each day filled with pride for what they do and love for the students they teach. The administrator shows her tenacity by the countless hours she spends in evening meetings, yet still finding the time to attend the students' athletic matches. The tenacity of the parents is evident in the financial sacrifices they make to send their children to a private school while still volunteering their precious free time. The tenacity of the faith community is demonstrated by the unwavering financial and emotional support to ensure that the doors of Saint Bede School will remain open for generations of students to come. The Saint Bede community expects a school where the children are encouraged to broaden their academic horizons while demonstrating their faith in their everyday lives. Students are challenged to be moral, civic-minded, responsible and educated citizens. The tenacity demonstrated by all the stakeholders ensures that this vision remains a reality.

The history of the school has been plagued with many roadblocks including the most recent budget constraints that threatened to close down the school permanently. Cultures and traditions were melded with a recently-closed parochial school to ensure that parents still have a choice as to where their children should be educated. Despite all these challenges, the Saint Bede community banded together to push through these trying times while still demanding and achieving academic success. The old adage, "It takes a village to raise a child," is evident in the drive to see the students succeed. The teachers know they are doing their jobs because of how many former students return year after year to thank the teachers for believing in them and providing them with the academic foundations they need in high school and beyond. This academic scaffolding has prepared area students for generations. In fact several of the students have parents and/or grandparents who attended Saint Bede themselves, and one of the teachers is an alumna herself. Several faculty members are sending or have sent their own children to Saint Bede School because of their strong commitment the school's mission. Saint Bede's tenacity reaches out to all the families creating a single entity. There is strength in numbers, and the school's success is the proof.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$6161
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1408

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 4%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 20%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 3
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	416
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	419
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	420
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 6
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 7
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 8
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	428
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: Act Aspire
Publisher: ACT, Inc.

Grade: 3
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	416
Number of students tested	21
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	420
Number of students tested	29
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 6
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	424
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 7
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	20
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2017

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 8
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	429
Number of students tested	25
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: