

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	38	43	81
K	29	30	59
1	32	41	73
2	23	24	47
3	30	34	64
4	38	30	68
5	33	31	64
6	37	32	69
7	40	21	61
8	35	29	64
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	335	315	650

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 8 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 10 % 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: <01%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2016	657
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<01

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: 7 %
 Total number students who qualify: 45

8. Students receiving special education services: 10 %
62 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>1</u> Developmentally Delayed | <u>45</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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: 2

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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
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 14:1

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%	96%	96%	97%	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 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. 2008

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

Queen of All Saints instills in our students an excellent academic foundation while being committed to Christ, sharing God's gifts and building a Church together.

PART III – SUMMARY

For 76 years, Queen of All Saints School (Queen of All Saints) has held true to the tradition of its founders, the Sisters of the Order of St. Benedict. The community carefully considers and practices its role as a leading academic center of excellence in the Archdiocese of Chicago. The story of Queen of All Saints is rich in history, longevity and legacy. Tradition, sustainability and growth are some of the key characteristics defining this home of educational and spiritual enrichment. Though these key contributors for success are clear each day when traversing the hallways, it was abundantly evident in two most recent occasions. When Queen of All Saints commemorated its 75th anniversary, alumni from across the country visited the school, celebrated liturgy, and joined local families to remember the past while looking forward to a bright future. Little did the community know that a groundswell would take root and realize the addition of a whole new innovative center within the school building. That new center, a fully integrated Science, Technology, Engineering and Math (STEM) Lab, was operational in August of 2017, after only launching the funding campaign a brief 6 months prior. Generously sponsored by the dynamic school and parish community, this lab encourages students to think creatively without traditional boundaries as they collaborate with their peers. Such immediate progress happens at Queen of All Saints because many multi-generational families call this place home. In fact, former students come back to the neighborhood, reestablish ties and further the Queen of All Saints tradition by sending their own children to their childhood grammar school. The legacy component is important but far from an exclusive factor to the spirit within. One does not need historical ties to feel at home. All are welcomed and encouraged to join the community of family and faith.

The academic program is continuously working to engage all students. Collaboration with a local high school provides high achieving students with an opportunity to keep progressing beyond the traditional 8th grade level while in-house resource teachers meet the needs of students who require additional encouragement in a safe and inviting atmosphere. Queen of All Saints is proud of its faculty and staff who instruct students at their individual level while embracing creative and state-of-the-art educational advancements. Students, as young as preschool, have access to iPads and chromebooks throughout the day. Learning apps, appropriate to grade level, are encouraged as classwork tools, homework aids and out-of-class advancement opportunities. Queen of All Saints offers a challenging curriculum that sends students to top rated catholic and public high schools within the city and surrounding suburbs. More importantly, Queen of All Saints teaches the whole child and instills faith-filled lessons every day. Students attend Mass with their peers and begin and end each day with prayer. Students volunteer at parish events, are encouraged to participate in liturgy by altar serving and singing in the choir. Students in the upper grades are teamed up with younger students and serve as Faith Partners. This collaboration across grade levels enhances leadership skills for our older learners and amplifies the growth of confidence in their younger counterparts.

Along with enhancing their religious and educational acumen, students are encouraged to develop their skills as active citizens in their school, church and community. Student Council members are elected by their peers. These student leaders meet monthly to discuss issues and make decisions on pertinent subjects, lead their classmates with philanthropic projects including food and clothing drives, composing letters to homebound parishioners and extending their reach into the greater city neighborhoods where they spread their resources and talent as they learn about the world around themselves. Leadership is also formed on the field at Queen of All Saints. A variety of sports is offered including football, soccer, lacrosse, cross country, track and field, volleyball, basketball, and cheerleading. Club sports are also offered, allowing younger students the opportunity to get involved in athletics outside their regular physical education classes. The fine arts are also alive at Queen of All Saints. Students can learn to play an instrument, participate in the annual play production, or sing in several different choirs. There is something for everyone at Queen of All Saints!

Queen of All Saints was proudly named a National Blue Ribbon School in 2008. Receiving this prestigious designation was a boost for the school, the parish, and our local community. Banners were proudly hung from the school and cars displayed a magnet boasting the school's high academic standards. School enrollment increased during a time when the financial difficulties caused many families to register their children at local public schools. Families took a second look at Queen of All Saints and knew that paying

for a Catholic education was a solid academic and faith-based investment. The faculty, staff, parishioners, students and their families remain committed to bringing excellence in education every day to every student.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Queen of All Saints School fosters the spiritual, intellectual, physical and emotional development of each child. This is most significantly accomplished through the core curriculum. Daily, students are challenged to think critically about the world around them and develop a solid foundation that enables them to be successful, faith-filled leaders in school and in life.

The preschool program launches the core-curriculum subject matter and those studies continue to vigorously advance through 8th grade. The faculty at Queen of All Saints works in collaborative, vertical teams to ensure the alignment of academic standards and curricular focus throughout all grade levels. Partnerships with local secondary schools ensure that students are further challenged and are successful in their transition to high school.

Queen of All Saints' students acquire foundational skills and explore topics through varied instructional methods. Students read progressive texts in multiple languages. They comprehend, analyze, interpret and evaluate written materials. Children explore key characteristics of literary genres and apply effective communication throughout various content areas. They apply and express learned skills through problem-based projects in all areas of study.

Phonemic awareness, decoding skills, word recognition, vocabulary development and comprehension are taught across the curriculum. Students learn to synthesize and evaluate literature through novel studies and poetry.

Students use a variety of reading materials, i.e. texts, trade books of various genres, novels and magazines. The variety of texts fosters a comprehensive approach that matches the school's multi-faceted reading curriculum. To enhance the reading program and develop an appreciation for literature and independent reading, Queen of All Saints uses the Accelerated Reader Program in grades 3 through 8. The reading curriculum is supported by a strong Language Arts course of study that includes instruction in the writing process and daily oral language.

The philosophical foundation of the Math program is based on providing students with ways of approaching new challenges through investigating, reasoning, visualizing, analyzing and problem solving. Primary and intermediate grades investigate mathematics through concrete experiences, exploration, conceptual learning and technology tools. Upper grade students receive a full year of pre-Algebra and a full year of Algebra instruction, allowing many students to pursue advanced mathematics placement in secondary school.

The math program illustrates the school's mission to educate the "whole child." Students are expected to be able to read, write, visualize and discuss ways in which mathematical problems can be solved in both theoretical and practical situations. The core concepts of geometry and algebra are introduced by recognizing patterns and properties in kindergarten, with consistent practice applying skills in problem solving and spatial relationships in the primary and middle grades, and with higher order calculations, equation solving and algebraic computations in the upper grades. Various teaching strategies include the use of manipulatives, math games, small group work, and individual practice and projects. The students investigate math through concrete experiences in the classroom and by participating in group projects in our new STEM lab.

The Science curriculum encourages discovery of the natural world and exploration of its components. Students develop the ability to gather, organize and describe procedures and results of an investigation in a scientific manner. Science is enhanced by technology and resources including the new STEM lab. Students in grades 6 through 8 benefit from the SEPUP program which uses innovative methods to address personal and societal issues and provides thematic continuity for students' investigation and observation. Classroom instruction comes to life in the upper-grade science lab and the annual science fair allows students to use their knowledge of the scientific method and follow it through a topic of interest.

The Social Studies curriculum encourages students to learn about the world around them through an interactive classroom. A strong emphasis is placed on civic learning, especially in the middle school, by focusing on the principles of the US Constitution and the Bill of Rights. Queen of All Saints' students address the roles and responsibilities of federal, state and local government through discussion, projects and by participating in service projects that affect their local community. In all grade levels, the Social Studies curriculum focuses on distinct aspects of community as well as the study of map skills, U.S. and world history. Projects and dramatization activities are presented to enhance the learning experience. 8th grade students complete an extensive unit on federal and state constitutions and continues U.S. history from the Civil War to the present. In accordance with State of Illinois educational requirements, every 8th grade student must pass a test on both the United States Constitution and the State of Illinois Constitution in order to graduate.

The comprehensive preschool program at Queen of All Saints offers an array of developmentally appropriate activities and instructional approaches that focus on educating the whole child. Teachers enthusiastically utilize a multidisciplinary curriculum which includes thematic units focused on Religion, Social Studies, Math, Science, physical development and research skills. Beginning in preschool, Queen of All Saints faculty foundationally build the strength of academic standards that are fully aligned to meet early educational criteria for Kindergarten through 3rd grade. Weekly curricular meetings touch on points for inclusion of academic learning styles and faith development.

2. Other Curriculum Areas:

Religion is an important part of the educational program at Queen of All Saints. The religious curriculum is drawn from the basic tenets of the Catholic Church: prayer, Scripture, traditions, sacraments, and worship. It is a balanced approach which includes character development, peace and justice issues, family life, and service to the community. Students are given opportunities to identify, express, and celebrate their Catholic heritage and identity through daily prayer.

The “Be A Saint” Program is incorporated across all grade levels. Teachers, administrators and community helpers provide lessons that support the positive culture and climate of Queen of All Saints. “Be A Saint” incorporates religious instruction and the character-development pillars of honesty, respect, responsibility, safety and service. The primary focus is the building of a higher calling and way of thinking, relative to responsible decision making and service to the greater good of a global society.

The music program develops understanding and appreciation of music through singing, playing instruments, creating, composing and active listening. The use of technological advancements like Smartboard lessons and 1:1 iPads are used to enhance individual skills. Students have opportunities to participate in various vocal and instrumental groups to gain appreciation and a richer understanding of musical concepts. Non-auditioned choral ensembles, such as 3rd and 4th grade Chamber Singers and 5th through 8th grade Schola Singers, enable all interested students to participate in weekly elective sessions. Students are also able to participate in weekly band lessons. The choral ensembles, along with the band, present Christmas programs to various community organizations and are featured in the school Christmas production and spring music concert. In addition, students in 5th through 8th grade are given the opportunity to participate in the annual school musical.

Physical education at Queen of All Saints embraces both physical and cognitive development. Students work on motor skills, strength, cardiovascular fitness and anaerobic energy systems. An annual partnership with Skatetime, a roller skating company, provides a month-long unit of study in which students apply previously learned skills. The Physical Education department regularly incorporates a jump rope unit in conjunction with a fundraiser for the American Heart Association. Activities develop creative problem-solving abilities and appropriate social behavior.

Queen of All Saints School offers Spanish to fulfill the foreign language requirement. Students in preschool through 4th grade receive weekly Spanish lessons from contracted instructors. Students learn basic greetings, terms, days of the week, colors and other building blocks to the language. Spanish is a core subject for students in 5th through 8th grade and serves as a foundation for diverse learning experiences.

Students develop a deeper understanding of language through varied and rigorous instruction. Classes are held five days a week. Both the “I Can” Spanish program and the Avancemos! Program are used and delivered through Google Classroom and apply learned material to a cultural context that broadens students' understanding of the Spanish-speaking world.

A STEM (Science, Technology, Engineering, Mathematics) lab was added to the school campus In August of 2017. The curriculum utilizes cutting-edge, problem-based learning to promote higher order thinking skills for students. Using technological devices and a diverse curriculum in an exploratory environment, students are introduced to concepts like 3D modeling, programming, sound and video production, electric circuitry, building mechanics, alternative energy, robotics, scientific data gathering and more.

Art instruction is taught weekly for students in grades Kindergarten through 8th grade. The art program encourages students to express their artistic talents, assimilate information in order to appreciate various cultures and to produce works of art through various techniques and media.

The Media Center fosters a lifelong love of reading by offering a current collection of fiction and nonfiction books for all grade levels. Reference materials and periodicals encourage the use of resources and develop a sense of responsibility for materials. While honoring traditional textual access, students further enhance technological skills by using the Media Center to collaborate with their classroom instruction and interaction with peers. Preschool through 8th grade students are also allotted learning advancements by using Chromebooks and iPads. By the completion of 8th grade, students become proficient at keyboarding, word processing, spreadsheets, Powerpoint presentation programs and researching topics on the Internet.

3. Instructional Methods, Interventions, and Assessments:

Across all grade levels at Queen of All Saints, teachers implement a variety of teaching strategies such as direct instruction, dialog and discussion, varied individual assessments, cooperative learning groups, reteaching concepts, and enrichment activities for encouraging creative, critical, and higher order thinking skills that have an immense impact on student learning. Project-based learning and cooperative learning groups enable students to explore and demonstrate leadership, academic and social skills. Questioning techniques of teachers and lively discussions encourage critical and analytical thinking. Teachers also make themselves available before and after school to encourage individual and collaborative success.

Queen of All Saints' faculty embrace the uniqueness of all learners. Differentiated instruction across grade levels is essential in meeting the needs of various learning abilities among students. Teachers design lessons based on individual and collaborative learning styles. The faculty works with students in small groups, with students group-based by ability, and the faculty continually assesses its students, adjusting its instruction to ensure success and understanding of key concepts. Teachers consistently use data from Aspire periodic assessments and grade-level benchmarks to monitor student progress.

The administration and teachers implement positive interventions for students who struggle academically or behaviorally by having assignment notebooks signed by teachers and parents, tracking sheets, phone calls and anecdotal correspondence. Queen of All Saints also has two licensed Resource Teachers who provide individual and small group instruction. Early Childhood classes are staffed by licensed educators and paraprofessional aides to provide small group learning situations and educational support. Curriculum committees for all disciplines meet monthly to discuss the scope and sequence of programs, teaching and learning strategies, rubrics, expectations and supplementary materials. Group summaries help teachers identify areas that need to be emphasized in the curriculum. Students who are performing below anticipated scores may require reteaching, interventions or tutoring. Students performing above anticipated levels may need more challenging material to supplement their learning. At the beginning of the school year, teachers review the assessment data for their new students. Teachers make note of the high-mastery, partial-mastery and low-mastery student groupings for each objective. They adjust their instruction to meet the needs of their students.

Accommodations are also made for students who are advanced learners. While teachers differentiate instruction on a daily basis, students who are identified as advanced learners also work in small groups with

the principal. The principal and other staff work with the students on thematic units which challenge the students to think critically and encourage them to explore concepts in greater depth. The group meets weekly to work on curricular subjects based on a common theme. The projects that students complete explore math, reading, science and social studies concepts in greater detail. After-school clubs are also offered to students which encompass a variety of interests that challenge the critical thinking skills of students and help to meet the needs of all the students at Queen of All Saints School. Some of the clubs that are offered are robotics, STEM, science, coding and literature circles

When a child is struggling to learn and/or is consistently unsuccessful at school, parents and/or teachers may suspect a learning deficit exists. If hearing, speech, or vision screening does not reveal a problem, it may be advisable to professionally assess a child's learning development. Teacher observations combined with a series of diagnostic testing, including benchmark testing at select grade levels, are valuable in assessing learning development and deficits. Once a learning development issue is professionally identified, Queen of All Saints School provides on-site educational support and/or accommodations through our Resource Teachers in reading and math. Classroom teachers also provide specific instructional accommodations in the regular classroom. Individual and/or small group instruction to improve reading comprehension, fluency, expression, and phonics is also provided.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Queen of All Saints prides itself on actively engaging the tenets of honesty, respect, responsibility, safety and service. These ideals are realized throughout the school community. The administration, teachers, staff and students believe that, with the Catholic Christian tradition as its foundation, these qualities are essential to creating an environment where all are valued and encouraged to strive for success in their academic, social, service-oriented and extracurricular endeavors.

The teachers develop the intellectual curiosity of students while encouraging each individual learner to pursue his or her interest. Older students mentor their younger counterparts through partnerships that are both academic and faith-based. These collaborative opportunities foster a sense of belonging. “Building the Church Together” is a hallmark of this community. The shared experiences allow students to work together to achieve their goals as academics and leaders both in and out of the classroom. This appreciation of individual and collaborative contribution creates a dynamic environment where learning is proactive, creative and inviting for students and for their teachers.

Models of respect, the teachers actively demonstrate the ideals they encourage their students to emulate. Choosing to teach in the Catholic tradition, Queen of All Saints teachers epitomize faith in action and encourage their students to do the same. Students are charged with the responsibility to employ the principles of fairness, sincerity and genuine concern for their fellow classmates, teachers and the school staff. These attributes, coupled with their intellectual capabilities, enable the Queen of All Saints students to become informed, socially responsible leaders.

The teachers at Queen of All Saints are recognized and appreciated by the parents and parish community for their commitment to students. Parents are active supporters of the teachers and staff. Their acknowledgement for the sacrifices made to educate and work under the precepts of the Catholic faith are demonstrated in a variety of ways through appreciation activities, promoting the school through marketing and enrollment advancement efforts and fundraising initiatives to help keep the cost of tuition manageable for school families. The teachers operate within a caring, supportive environment of engagement. They purposefully pass this care and support on to their students in their role of educating world-minded, conscious and civically engaged leaders.

2. Engaging Families and Community:

Queen of All Saints benefits from a resource rich community that graciously enhances the learning opportunities offered. One measure of success is the robust communication tools used to engage students and their families in the educational process. Teachers regularly update classroom blogs to keep students and parents informed about classroom instruction, upcoming assessments and opportunities to get involved in service activities. Weekly school updates are distributed and posted on the school website to additionally engage families in happenings within the school and parish community. The real-time online grading system allows parents of younger learners to shepherd their children and encourage them in collaboration with the teachers. This visible and seamless grading process allows students to progress as they age and become more independent in taking ownership over their studies and the benefits associated with the strong learning habits taught day by day through the professional teaching staff. This steady graduation of self-motivated learning has proven success in our oldest learners who matriculate into the top public, selective enrollment and private high schools in the City of Chicago and its surrounding suburbs.

Junior High School students and parents are encouraged to voluntarily become part of classroom instruction through our Art in Action program. Art in Action caters to students in the younger primary grades. This parent and student led initiative allows further partnering between older and younger students and provides opportunities for leadership, public speaking and mentoring while fostering community building across grade levels. Additionally, this program exposes both younger and older students to other cultures and increases their appreciation for the art and customs of other regions of the world.

Since the student body has a high percentage of legacy connections, families are highly vested in the success of the educational and extracurricular offerings at the school. Alumni are involved in teaching and coaching, school council, serve as recess monitors, lunch helpers and classroom volunteers. Parents and relatives are also engaged in spirit driven events at the school. These events create pride in the community which stimulates students, faculty and staff. This interconnectedness also branches into the life to the Queen of All Saints Parish, engaging students and families in further occasions for service and ministry opportunities. This link between parish and school serves as the backbone for the community.

3. Professional Development:

The professional culture at Queen of All Saints is based on continuous learning and improvement. This is evident in the constant professional development of the school's faculty and staff. Teachers and school administration are involved in weekly professional learning communities, faculty meetings and both onsite and offsite advancement opportunities. QAS believes that professional development is not effective unless it causes faculty and staff to improve their instruction. The implementation of the ideas learned is continuously monitored through coaching of faculty through weekly observations and follow-up sessions. All teachers are trained with the Danielson framework for effective teaching. Teachers view videos on effective and ineffective teaching and discuss how to create an environment where a student's learning grows through strong instructional techniques.

The entire faculty participates in seminars on differentiated instruction, integration of technology in the classroom, executive functioning, authentic assessment, responsive classrooms, and response to intervention techniques. All teachers attend professional development opportunities offered by the Archdiocese and many professional organizations in which they are members. The journals from each organization make up part of the professional library in each faculty lounge. The school provides \$1200.00 to each teacher annually to be used for seminars, conferences, workshops and subscriptions. This professional development stipend provides the teachers with choices as they develop their areas of expertise.

The administration values the importance of professional development and tries to improve its ongoing learning as well. The principal at Queen of All Saints was one of ten in the Archdiocese of Chicago selected by the University to take part in the University of Notre Dame's Center for Transformational Leadership which "is designed to deepen and enrich the capacity of Catholic school principals and leaders, strengthening current principals to become the most remarkable Catholic school leaders in the nation." This partnership with the University of Notre Dame has positively impacted the professional development of not only the principal but the entire faculty at Queen of All Saints. Through this program, the principal attends a week long intensive training over the summer on effective teaching strategies, teacher coaching, building and strengthening a positive culture and rigorous academics. The partnership continues for two years with the principal working closely with faculty at Notre Dame and visiting other schools throughout the nation to see effective instruction in action and carry these ideas home to take root in yet another generation of innovative teachers and students at Queen of All Saints.

4. School Leadership:

Queen of All Saints School is led by a principal with the support of an assistant principal and an advisory school board. Since Queen of All Saints is a parish school, the parish pastor has the ultimate decision-making authority. The principal, pastor and school board meet monthly to provide guidance, oversight and support for the educational mission of the school.

Leadership at Queen of All Saints is both transformational and participative. The principal, along with the faculty and staff, works in collaborative groups to set goals for student, professional and personal growth. Progress toward these goals is monitored throughout the year at monthly committee meetings. The principal, along with the assistant principal, consult weekly regarding policy, student achievement and behavior along with parental concerns. In addition to this model, the principal also sets a school atmosphere which allows the staff to become leaders on their own accord. Input is encouraged with major decisions

made by administration after careful collaboration with all. Teachers also give input on handbook items and school procedures. These decisions are made with the students' and parents' best interest in mind while keeping the integrity of the school strong.

This leadership philosophy is evident not only at monthly staff meetings, but in daily encounters. One example of this is the mentor program at school. New teachers are assigned a veteran teacher mentor to guide them through the school's policies and procedures. They meet monthly and are given talking points to discuss. Parents are also encouraged to be stakeholders in their child's school. Parents are encouraged to join the school's Queen of All Saints Parent Association which meets monthly and discusses how to get involved in Sunday liturgy along with extra curricular activities both in the school and parish. The principal's primary responsibility is to be the instructional leader of the school who drives student success by supporting teachers. This is achieved through coaching teachers, monitoring student progress using assessment data, weekly observations, and evaluating curriculum. The assistant principal and teachers also work with the principal on school improvement and data analysis to ensure the educational needs of the students are in alignment with Archdiocesan and state standards.

Students are also encouraged to be leaders in the school through the Student Council. They gather input from their classmates to discuss at council meetings. Decisions are made regarding fundraising, service opportunities, school spirit days, and other student related activities. Empowering students to become leaders is an integral part of Queen of All Saints.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Queen of All Saints' success is based on our school creed. The creed is not only recited at the beginning of every school day, it is practiced each day by the students, faculty, staff and administration. This creed reminds our community that we are shared stakeholders in enriching our lives as well as the lives of those around us.

“We, the students of Queen of All Saints School believe that all people are made in the image and likeness of God.” We see God in everyone; the teachers, staff, parents, and classmates. Seeing God in all helps the community live the gospel values. “We respect the unique gifts and talents of each person.” We are all extraordinary in our own way and these gifts are celebrated and recognized. Students congratulate one another after sporting events and give positive feedback on school assignments. Occasionally, they work in teams on projects and learn how to appreciate each other’s contributions and differing opinions. Students encourage others to be helpful, kind, and compassionate. “We take responsibility for our choices and accept the consequences of our actions.” Students who accept responsibility and consequences are those who learn and grow. Our restorative discipline program expects students to reflect upon and write about their behavior and encourages them to make better choices. “We treat others as we want to be treated: at school, on the playground, and on the playing field.” This significant gesture, treating others the way we want to be treated, creates a culture of support for one another and enhances our learning environment. Students hold doors for one another, pick up supplies, and greet one another with kind words and encourage one another both in and out of the classroom. “Putting Jesus above all and putting others above ourselves we bring charity and joy to everyone around us.” By demonstrating generosity to others through our actions, through our words and through our deeds, we become models for and beneficiaries of God’s grace. Students gladly volunteer to help others at school, in the parish, and community. The students reflect their faith through generously volunteering their time both in and out of school. Queen of All Saints is a family of faith, service and academic excellence. We celebrate our rich tradition and embrace its bright and inspired future, holding true to the values and precepts that have nourished us throughout our robust history of academic excellence.

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? \$6479
(School budget divided by enrollment)

4. What is the average financial aid per student? \$1700

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 17%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 100%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2017

Test: Aspire
Publisher: ACT

Grade: 3
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	415
Number of students tested	67
Percent of total students tested	98.5
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: Aspire
Publisher: ACT

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Jan
SCHOOL SCORES	
Average Score	417
Number of students tested	67
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: Aspire
Publisher: ACT

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	419
Number of students tested	71
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: Aspire
Publisher: ACT

Grade: 6
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	422
Number of students tested	62
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: Aspire
Publisher: ACT

Grade: 7
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	425
Number of students tested	64
Percent of total students tested	98.5
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: Aspire
Publisher: ACT

Grade: 8
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	54
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: Aspire
Publisher: ACT

Grade: 3
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	68
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: Aspire
Publisher: ACT

Grade: 4
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	418
Number of students tested	67
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: Aspire
Publisher: ACT

Grade: 5
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	422
Number of students tested	71
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: Aspire
Publisher: ACT

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	62
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: Aspire
Publisher: ACT

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	65
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: Aspire
Publisher: ACT

Grade: 8
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	54
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: