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

Official School Name Sacred Heart School
(As it should appear in the official records)

School Mailing Address 1095 Gage Street
(If address is P.O. Box, also include street address.)

Winnetka   IL   60093-1751
City   State   Zip Code+4 (9 digits total)

County Cook

Telephone (847) 446-0005   Fax (847) 446-4961

Web site/URL http://www.shwschool.org   E-mail   kfink@shwschool.org

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Jim Rigg   E-mail jrigg@archchicago.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago   Tel.   (312) 534-5200
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Laura Janssen
(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   0 Elementary schools (includes K-8)
   (per district designation):   0 Middle/Junior high schools
                                         0 High schools
                                         0 K-12 schools

                                         0 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
   [X] 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	27	15	42
K	14	9	23
1	5	6	11
2	6	11	17
3	8	8	16
4	7	4	11
5	11	8	19
6	9	3	12
7	7	15	22
8	11	5	16
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	105	84	189

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school: 2 % Asian
                                    0 % Black or African American
                                    2 % Hispanic or Latino
                                    0 % Native Hawaiian or Other Pacific Islander
                                    95 % White
                                    1 % Two or more races
                                    100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 2%

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 *to* the school after October 1, 2016 until the end of the 2016-2017 school year	3
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2016	196
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

   English Language Learners (ELL) in the school: 1 %
                                                     2 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

   Total number students who qualify: 0

8. Students receiving special education services: <u>19</u> %

   <u>35</u> 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>0</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>6</u> Specific Learning Disability

   <u>0</u> Emotional Disturbance   <u>26</u> Speech or Language Impairment

   <u>0</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury

   <u>0</u> Intellectual Disability   <u>1</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>3</u>

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.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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   <u>14:1</u>

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	97%	95%	96%	95%	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 X

    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.

Sacred Heart is a faith-based community of faculty, parents and staff dedicated to educating the hearts and minds of children from preschool through 8th grade.

PART III – SUMMARY

Sacred Heart School is a member the Archdiocese of Chicago and part of Sacred Heart Parish, located in Winnetka, Illinois. Winnetka is a northern suburb of Chicago renowned for its high performing local public schools. Since 1902, when the school opened with 56 students, to the current enrollment of 189, Sacred Heart has educated and prepared generations of students for high school, college and beyond. Graduates leave Sacred Heart possessing a strong academic foundation, deeply rooted values, and personal faith which enable them to become well-respected, accomplished leaders.

Families typically move to Winnetka because of the strong public school system. Once they arrive, families find themselves drawn to Sacred Heart because of the school's mission to educate the hearts and minds of children in a faith filled, Catholic community, teaching 21st Century learning skills. School-wide service projects, including collections for local food pantries and winter coat drives, bring attention to those in need. Daily religion classes deepen Roman Catholic beliefs, reinforced by the school Viking Code, which includes three basic pillars of respect, responsibility, and cooperation.

Sacred Heart students excel under the guidance of a focused, cohesive faculty. In addition to the majority of teachers holding Masters Degrees, they are committed to ongoing professional development. Many have earned Apple Teacher certification by completing a series of online classes. Several have earned advanced catechetical certifications by taking classes given by the Archdiocese of Chicago. Teachers collaborate across grade levels and subject areas to provide a comprehensive core curriculum that is supplemented by offerings in fine arts, world language, physical education and technology.

In keeping with the school's Catholic mission, students have many opportunities to actively express their faith by leading prayers, altar serving and reading scripture at Mass. Older students are paired with younger buddies to participate in joint outreach projects. The buddy program strengthens leadership skills in older students and fosters trusted mentor relationships for the younger children. Students participate in monthly Prayer Families which are comprised of students from every grade. Eighth graders prepare lessons and activities to share to lead their family. This year the focus is on the eight Beatitudes, working through one each meeting. Prayer Families provide the opportunity to share faith across grade levels while giving eighth grade Confirmation candidates a chance to lead younger students.

Catholic Schools Week is held annually the last week of January. Sacred Heart hosts a variety of events during that time to highlight the benefits of Catholic education. A favorite event is the Geography Bee which allows students in grades 4-8 to compete against each other to advance to a regional competition. Students in preschoo through fifth grades share all they learn throughout the year at the school's Academic Fair. The school-wide Talent Show showcases students' unique gifts. Parents are invited to classroom presentations throughout the week as well. The week concludes when students form teams of kindergarteners through eighth graders to test their knowledge of core curricular areas at their particular grade level in the Academic Bowl.

Since 2009, Sacred Heart has been designated an Apple Distinguished School for successful integration of technology. The Apple Distinguished School award is reserved for schools that have implemented a 21st century vision of education. As a result, the school is frequently visited by educators from other schools, parochial and public, observing how 1:1 iPads, Smart Boards and Apple TV are integrated into curriculum.

Student life extends well beyond school hours. In addition to daily after-school care, Sacred Heart offers enrichment opportunities in the arts, sciences, and athletics including dissection, cooking, Legos, coding, yoga and running. Homework Lab gives students a chance to stay after school to complete assignments in a supervised setting. The drama program provides an option for students interested in theatrical production. Students also participate in various team sports and historically are very successful in the conference. School spirit comes to life at Homecoming and pep rallies attended by students, families, and alumni.

The home-school partnership is supported by the longstanding tradition of parental involvement. Volunteers in the classroom act as mystery readers or help with a holiday craft project. Outside of the classroom,

parents participate in fundraisers that sustain school vitality while keeping tuition competitive. A strength of this neighborhood is the willingness and ability of parents to be present both during the school day and at fundraising events.

Sacred Heart enjoys a family-like atmosphere embracing preschool through junior high students. Students, faculty, staff, and families know and respect each other, establishing a collaborative relationship in support of high expectations and consistent academic success. The recent 120th Anniversary of the Parish was a great opportunity to celebrate with Cardinal Cupich and reflect on the traditions of Sacred Heart. Rich traditions, coupled with outreach opportunities, make this an exceptional community and provide a strong foundation for graduates' future success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading and Language Arts
During the Daily 5 literacy block, primary teachers manage student centered classrooms driven by student choice. The Lucy Calkins workshop model is incorporated into this structure. Phonological and phonemic awareness strategies increase literacy proficiency. Comprehension strategies such as predicting, inferring, and comparing are introduced in whole and small group settings. Guided reading allows students to practice these skills with texts at their level. Words Their Way spelling and phonics program assesses each student, placing them in groups at their instructional level.

In junior high reading and language arts, students learn how to make inferences supported by text references, dissect words into their Greek or Latin roots, and construct a cohesive argument. Students participate in debates where they learn how to structure an argument and a rebuttal. Students learn rules of grammar and apply them in their writing pieces. They make choices about their reading, set goals, and report on their books. Using guidelines from the Common Core State Standards (CCSS), students learn literary terms and practice finding them in classic and contemporary short stories. In preparation for high school, junior high students produce research papers using MLA format: gathering information, creating a thesis statement and completing the editing process.

Mathematics
In math, students acquire foundational skills through several instructional methods. Early childhood classes use manipulatives to explore number sense building up to base 10 skills. Sacred Heart implements CCSS aligned Math Expressions in first grade through 5th grade. Vocabulary is introduced to allow students to be successful during math talks and problem solving situations. Students begin by learning how numbers can be put together and pulled apart in different ways. They move from concrete to abstract mathematical concepts. With the math specialist's support, classes are taught with a mini lesson and then released into differentiated math groups. In groups, students explore, practice, and receive individualized reinforcement. Spiralling back to previously learned concepts provides additional opportunities to connect math content to the real world.

Math instruction in junior high is aligned with CCSS along with NCTM (National Council of Teachers of Mathematics) Principles and Standards for School Mathematics. Students use a variety of tools to practice critical thinking skills, such as analyzing and interpreting data, problem solving with reasoning, and synthesizing information. Students also practice constructing responses in which they explain their math thinking in paragraph form. Math instruction is a combination of guided lecture, small group practice and individual reinforcement. Projects help students apply their math knowledge in creative ways. Most students in eighth grade take Algebra, while others attend local high schools to take advanced courses.

Science
The science curriculum follows Next Generation Science Standards (NGSS) which emphasize problem solving and inquiry based learning in real world situations. Starting in preschool, students learn the scientific method through many labs and STEAM driven experiments. Students make and test hypotheses. Differences between earth and space are explored in the classroom, then reinforced during a field trip to the Challenger Learning Center, a leader in STEM education. Concepts of force, motion, and energy are explored and solidified at the Museum of Science and Industry. Instead of memorizing facts and figures, student scientists engage in scientific investigation, interpret data, evaluate models and make inferences based on the results of experiments they conduct.

Junior high science engages students in the science and engineering practices of the NGSS. Students conduct regular experiments in order to experience and/or visualize concepts learned during direct instruction. Experiments provide students hands on learning, planning and carrying out investigations as well as analyzing and interpreting data. Models help students visualize concepts impossible to see.

Social Studies
The social studies curriculum at Sacred Heart follows the State of Illinois Standards as well as the CCSS and works in an outward spiral concept. Lessons and cross curricular projects in the elementary grades begin with community, first the school community, then the surrounding neighborhood, then the state. As students progress, the curriculum includes geography, civics, economics, global citizenship and United States history. Students participate in mock elections and debates, track current events, and engage in interactive field trips. Curriculum includes investigation of primary sources to develop historical thinking skills, analyze sources, determine point of view, find facts and corroborate information. Eighth grade students must pass both state and U.S. Constitution tests prior to graduation. Social studies teaches academic and personal skills essential for engaged, thoughtful citizens in an ever-changing, complex world.

Preschool
The three and four year old programs follow the Illinois Early Learning Standards along with developmentally appropriate practices. Letter recognition, conducting experiments, visits from community helpers, and patterning expose students to the foundational skills of all core curricular subjects. Days are structured to support individual curiosity through play-based, experiential, and project-based learning. Developmental centers encourage learning through individual, hands on materials and experiences. Language and literacy, math, home living, building, art, science and dramatic play areas are set up for children to move freely about the classroom. Social emotional learning, cognitive development, and early literacy skills provide the readiness for early success in school. Students who attend preschool at Sacred Heart are successful in the elementary grades, adjusting easily to the familiar school and procedures.

2. **Other Curriculum Areas:**

Religion
Educating students about their faith is an integral part of the school's core curriculum. In addition to daily religion classes in all grades, the Catholic faith is infused throughout the school day. Religion classes teach students about the Bible, Jesus, and Church history. Students practice their faith through daily prayer, service projects, weekly school Mass, and seasonal prayer services.

Arts (Visual and Performing)
The fine arts curriculum combines art history and art projects. Kindergarten through eighth grade students attend art class once a week. Students in the elementary grades acquire skills in the visual arts such as the use of symmetry, and the use of primary and secondary colors in a work of art. Students experiment with water colors, pastels, chalk, printmaking, collage, and clay. In upper grades, students not only study art history, they also produce many works of art using techniques such as designing wire sculpture and creating mosaics. Exposure to a variety of artists helps students produce their own pieces modeled after these artists. The annual art show features artwork from all grades and is a highly anticipated event in the community.

Sacred Heart is lucky to have a rich drama program, producing an annual school musical. The core cast and stage crew includes 5th through 8th grade students, with chorus parts for 1st through 4th graders. The mission is to produce a musical that reflects the school's values while educating students in the basics of the performing arts.

Sacred Heart students participate in music class from the 3 year old program through 8th grade. Every class attends music once a week. Early elementary students are engaged with singing, playing, and movement. Middle and upper elementary students are introduced to instruments such as drums, mallet instruments, keyboards, and ukuleles. All 4th grade students choose a band instrument to play for the year. Sacred Heart students share their passion for singing by participating in choir at school Masses and other seasonal performances throughout the year.

Physical education/health/nutrition
In preschool through eighth grade, physical Education combines physical activities and skills coupled with the basic knowledge of healthy living. All students have physical education twice a week (except preschool once a week). A variety of traditional sports are played in addition to games and activities. Fitness testing is administered for grades one to eight in the fall and spring to measure growth and improvement. Fitness

concepts, including mobility and resistance training, are also introduced to the students, promoting healthy living and being physically fit. Concepts such as team building and character education are also reinforced in the learning environment.

Spanish

Sacred Heart School is in compliance with the program's foreign language requirements. Students in junior kindergarten through 8th grade attend Spanish classes to learn grammar, vocabulary and conversational skills. First through third grade classes have Spanish three times a week and fourth through eighth grade have class four times a week. The effectiveness of the learning environment requires a variety of activities and learning strategies beyond the textbook. Spanish is taught as a semi-immersion program, teaching through interactive cultural activities, such as singing and playing games, in addition to visiting restaurants and museums. Teaching methods include use of visual and auditory aids, hands on activities, and TPR (total physical response). Upon graduation, students are able to read, write, speak and listen at a highly competent level. Most graduates qualify for high school level two Spanish.

Technology/STEAM

Preschool through first grade students attend weekly technology classes to learn the basics of using a trackpad, keyboarding, and saving a document. They learn the fundamentals of coding and engineering through resources such as Ozobots and Scratch. Students in grades two through five attend STEAM (Science Technology Engineering Arts Mathematics) class once a week while sixth through eighth grade students attend twice a week. In the dedicated STEAM lab, students engage in projects using the 3D printer, robots, and other engineering materials. Additionally, technology is integrated into all subjects and grade levels, especially with students in grades one through eight who have a 1:1 iPad program. The use of programs such as Google Drive and Google Classroom streamline the learning process.

Library

Students in preschool through fifth grade attend library once a week. They check out books and listen to a read aloud that aligns with their core curriculum. Local public librarians visit regularly to give book talks and inform students of upcoming reading challenges to promote interest in literacy.

3. Instructional Methods, Interventions, and Assessments:

Classroom teachers address the needs of individual learners through diverse instructional methods. Teachers vary the way material is delivered: students work in small groups, move through stations, or teach their peers. The use of graphic organizers to plan writing pieces, manipulatives in math classes, experiments in science classes and simulations in social studies appeal to a variety of learning styles. Providing a menu of options such as slideshows, presentations, written reports or demonstrations allows students to exhibit what they have learned.

As students progress through the grade levels, formative and summative assessments are used in addition to observation. The Aspire test is administered to students in third through eighth grade. Prior to taking the summative Aspire assessment (mathematics, reading, writing, English, science), students are assessed three times with an interim test (mathematics, reading, science). Primary students are evaluated three times per year using the AIMSWeb reading and math assessment. In addition to AIMSWeb, students in grades 1-5 are given the Fountas and Pinnell reading assessment three times a year. The results determine their reading level and help students choose right fit books during their Daily 5 literacy block. If data shows that students need more interventions, research based programs such as Wilson and Fundations are implemented to target reading deficits in the primary grades. Both have proven successful: a large percentage of students in these programs have reached grade level benchmarks. Students receiving interventions are progress monitored regularly to track mastery of skills and adjust support plans if necessary.

The same AIMSWeb reading and math data that is used to identify struggling students also reveals students who are performing well above grade level. High achieving students may be pulled out for enrichment activities or stations in the classroom may be structured to challenge these students. Technology based supports allow individual students to work at their instructional level. In the primary grades, students have success with programs such as Raz-Kids and IXL, whereas Newsela and ALEKS customize student learning

in the upper grades.

In keeping with Sacred Heart's commitment to educating the whole child, the RTI (Response to Intervention) process is used to identify students who are having difficulty or who are excelling. The RTI process begins when classroom teachers request an observation of a child by the Student Services Department. This team then collaborates with both the local school districts and classroom teachers to decide what interventions are needed. Data is recorded regarding the success of the intervention(s) to inform future supports. When needed, IEP and 504 plans are created and followed with fidelity. Students and teachers are supported by math, reading, and learning specialists, allowing for exposure to a variety of instructional strategies and individual attention for every child. Specialists pull students out for small groups, push into a classroom to work with the class, and work with students one on one. Teachers and specialists plan together to support or accelerate student learning. The team meets regularly to ensure RTI plans continue to meet students' needs, reevaluating and adjusting as needed.

In junior high, leveling students for math and science allows for a slower, more deliberate pace for students who need it, and a faster, more challenging curriculum for students who are ready to move quickly. Placement in these classes is fluid, allowing students to move between classes if needed. On the most recent Aspire assessment, the majority of students performed at the Ready or Exceeding level in math and science as a result of these groupings. Many students also test and qualify to take either Algebra or Geometry at the local high schools.

Sacred Heart School develops and refines a Continuous School Improvement Plan (CSIP) each year. Following Harvard's Data Wise program, teachers examine Aspire data determining strengths and areas for growth. Since Sacred Heart is already a high performing school, the student growth percentile (SGP) determines the focus area. Once a focus area is identified and a priority question is created, teachers examine student work to arrive at a learner-centered problem. Teachers then observe each other to formulate a problem of practice. Finally, teacher teams work to create action plans and ways to assess student progress. Throughout the year, progress towards these goals is assessed through Aspire Interim tests as well as standards based assessments created by teachers. At the end of each year, the plan is reevaluated to measure growth and consider goals for the following year.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Sacred Heart School truly is a community, and a second home to students, their families, and the staff. To promote a positive climate, students through grade five earn Viking Bucks as a reward for positive behaviors. Bucks are handed out by teachers or other staff members. To further promote selfless acts, students can earn Courtesy Catchers for being extra courteous or kind to others. These are handed out by staff members or fellow students. Courtesy Catchers are displayed in the school and those students are recognized after Mass on a monthly basis. Staff Kudos are written by colleagues to recognize fellow staff members for their kind acts.

The school counselor promotes social emotional learning. Students acquire and practice the skills necessary to manage their emotions, set and achieve positive goals and develop empathy. Sacred Heart offers academic support including organization, executive functioning, study and test-taking skills, and education on understanding self and others.

Quality teachers are integral to fostering a positive climate. Teachers regularly arrive early and stay late to create a student-centered atmosphere. As Catholic school educators, teaching at Sacred Heart is truly a vocation. Teachers are empowered to take on leadership responsibilities by leading committees and holding various roles at grade level and faculty meetings. This allows for all voices to be heard and for teachers to feel validated in their contributions. In addition, teachers new to Sacred Heart school are matched with a mentor teacher. Parents support teachers in a myriad of ways: purchasing supplies, contributing to teacher bonus funds, planning meals for special events throughout the year, and sponsoring classroom grants.

Mentor/mentee pairs meet weekly and observe each other. The principal meets with each teacher on a bi-weekly basis, providing feedback on instruction, giving support and ideas, and sharing resources. The principal also has an open-door policy in which teachers can approach the administration with any concerns about students, curriculum, or school policies. All teachers, new or experienced, benefit from the collegial nature of professional relationships at Sacred Heart.

Athletic programs fulfill the school's mission by providing another venue for students to develop physically and emotionally in a supportive environment. The sports programs teach students important lessons about teamwork, effort, healthy competition and good sportsmanship. No cut, interscholastic team sports begin in 5th grade.

Volleyball, cheerleading, football, basketball, track and golf are offered. Sacred Heart athletic teams often partner with other local Catholic schools to create more solid teams, fostering relationships with those schools. Students in lower grades can choose from a variety of intramural sports. The sports programs operate within the mission and spirit of Sacred Heart School.

2. **Engaging Families and Community:**

The essence of Sacred Heart is dedicated and active families. Parents bring a unique matrix of support, volunteerism and high expectations, adding to the school's success. Parents volunteer on a daily basis throughout the school: in the library, on field trips, and in classrooms as mystery readers. Not only are parents supportive inside the building, they also come together to support each other in a crisis, making meals and carpooling when another family has a health issue, for example.

Parents serve in leadership roles on the School Board, Parents Association, Parent Ambassador Program, SHAC (Sacred Heart Athletic Committee), and JTP (Junior Tower Players) Board. Each year, parents have the opportunity to give feedback via an online survey. Sacred Heart administration and school board are able to use survey information to plan for future improvements.

Sacred Heart students and faculty engage regularly with the wider community. Teachers from local high schools serve as mentors to Sacred Heart teachers. Members of the community come to the classroom so students can interact with adults who hold interesting and vital jobs in the neighborhood: the Village Board President, local and federal law enforcement officers, and local business owners are a part of community involvement in the school.

Students at Sacred Heart have many opportunities for service . Every grade is in charge of a service project each year, such as planting for elderly parishioners, collecting coats for needy families, or bringing supplies to our sister parish, St. Columbanus. Students can also volunteer at many events throughout the year: Oktoberfest, Sidewalk Sales, and fun runs. Many grades travel to Feed My Starving Children once during the year to pack food. Students collect Halloween candy for service members overseas, including cards and letters in the packages. Many students act as altar servers on Sundays and at school masses. Junior high students volunteer at a winter pajama party for younger children. Finally, students act as ambassadors at open houses, giving tours and answering the questions of prospective families.

The School Board at Sacred Heart meets monthly to advise the principal and plan fundraisers. Leadership in the School Board comes from the parent community. The Parents Association is another parent-run organization that plans and coordinates volunteer and fundraising efforts. They sponsor the book fair which earns Sacred Heart School both books and funds to support the curriculum. Parents Association also sponsors enrichment programs and funds special projects, such as the addition of Imagination Playground.

3. **Professional Development:**

Professional development focus areas are determined by test scores, teacher input, and system-wide goals. Each teacher is allotted $1,200 per year to use for individual professional development purposes. The money can be used to attend workshops or take classes at universities towards a higher degree. Funds may also be used to purchase books, equipment, memberships to content specific organizations, or supplemental materials to enhance learning in the classroom.

Professional development goals are addressed in June and August of each year. Teachers meet with administration weekly in grade level teams as well as monthly at faculty meetings. At team and faculty meetings, teachers look at data to choose learning goals. By looking at data in a systematic way, teachers determine a priority question and a learner centered problem. Teachers then form observation groups of three or more to observe each other and provide feedback. During observations, teachers look for evidence of lessons that address the learner centered problem. By grounding the school's learning goals in data, Sacred Heart ensures the needs of all learners are addressed.

In addition to working on goals identified by the school, Sacred Heart also focuses on the improvement priorities for the Archdiocese of Chicago. The goals were identified through the recent AdvancED accreditation process. The Archdiocese of Chicago has several improvement areas for which they provide professional development. Sessions are planned four times a year for all Archdiocesan educators and three times a year for principals. Faculty members attend these sessions and share information with colleagues.

Professors from local universities work with faculty members by observing in classrooms, leading presentations, and mentoring teachers. For example, National Lewis professors work closely with the early childhood department to ensure developmentally appropriate practices are followed and with the elementary team to work on literacy development.

It is important to the administration that professional development be provided by multiple sources. Teachers are empowered to bring back what they've learned at conferences and seminars and present that information to their peers. The director of student services creates sessions on meeting the needs of all learners, brain breaks, and interventions to use with students, while the early childhood coordinator organizes a Padlet account where teachers share articles and discuss their impact on classroom instruction. Effective teaching strategies such as Teach Like a Champion are shared and practiced at faculty meetings. With the recent addition of a new STEAM lab, a major focus for professional development is on providing teachers with the tools to effectively provide STEAM education.

4. **School Leadership:**

Sacred Heart is led by a principal with the support of an advisory school board. Because it is part of the Sacred Heart Parish community, the school falls under the ultimate guidance and decision-making authority of the parish's pastor. The principal counts on the expertise and joint decision making efforts of an assistant principal, director of student services, and early childhood coordinator.

Both the principal and pastor are members of the school board. The school board has several committees that oversee the management of the school and its programming to ensure initiatives are focused on enhancing the educational experiences of each child. The school board advises the principal and pastor in policy and decision-making. The members of the board serve as representatives of, and to, the school community as it establishes a stream of two-way communication. The board meets monthly to discuss school issues and create action plans to address needs.

In addition to overseeing the day-to-day operations of the school, the principal's primary responsibilities center around curriculum and instruction: supervising and evaluating teachers, providing effective professional development, monitoring student progress both in achievements and interventions, and providing a variety of resources to support student learning. Personnel, budgetary decisions, and spiritual leadership of the school also fall under the principal's purview.

Following a participatory management model, the administration relies heavily on faculty input. Teachers serve on committees and are an integral part of decision making in areas of curriculum, instruction, discipline, professional development, and service. As stakeholders, they are empowered to share their ideas and expertise in all facets of the educational community. Curriculum decisions are made based on data. The leadership team encourages collaboration and cooperation among faculty to provide students with a rich and rigorous educational experience.

Student Council provides students with opportunities for service and leadership, both inside and outside of school. Elections for officer positions introduce students to the democratic process. Once elected, members of student council meet with administration, plan fundraisers and spirit week, and oversee service projects for the rest of the school. Members of student council also attend leadership days with student council members from other schools in the area, giving students the chance to connect with other junior high peers whom they may meet in high school.

The one practice that has been most instrumental to the success of Sacred Heart School is the introduction of and adherence to Data Wise, a way of analyzing student data to identify areas of relative weakness and create an improvement plan. Data can take the form of classroom work, anecdotal records, peer observations, and standardized test results. Following the steps of Data Wise to create the CSIP means the document is constantly being updated as new evidence is analyzed. The CSIP is a living document that holds the action plan created to address the lowest performing areas pinpointed by Data Wise. A variety of short term, midterm and long term assessments determine the effectiveness of strategies. Successful strategies are retained while ineffective strategies are changed.

The growth in Aspire assessment data from the school's first year of administration to the second is evidence that this relentless focus on improvement grounded in data has made an impact. Overall, four areas tested progressed from Close to Ready and five areas tested moved from Ready to Exceeding. In addition to seeing measurable growth in test scores, the fact that graduates go on to be successful in high school, gain admittance to top universities, and positively impact the world as young adults proves that the mission of educating the whole child at Sacred Heart is fulfilled. Equipping students with 21st century learning skills enables them to adapt and thrive beyond the walls of Sacred Heart School.

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 <u>X</u>   No

3. What is the educational cost per student? $<u>10127</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2600</u>

5. What percentage of the annual budget is devoted to   <u>2</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>7</u>%

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2016

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	12
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:

Subject: Math
Edition/Publication Year: 2016

Test: Aspire
Publisher: ACT

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	19
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:

Subject: Math   **Test:** Aspire   **Grade:** 5
Edition/Publication Year: 2016   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	424
Number of students tested	10
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:

Subject: Math
Edition/Publication Year: 2016

Test: Aspire
Publisher: ACT

Grade: 6
Scores are reported here as: Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	427
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:

Subject: Math   **Test:** Aspire   **Grade:** 7
Edition/Publication Year: 2016   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	431
Number of students tested	16
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:

Subject: Math   **Test:** Aspire   **Grade:** 8
Edition/Publication Year: 2016   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	428
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:

Subject: Reading/ELA   **Test:** Aspire   **Grade:** 3
Edition/Publication Year: 2016   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	12
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:

Subject: Reading/ELA   **Test:** Aspire   **Grade:** 4
Edition/Publication Year: 2016   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	417
Number of students tested	19
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:

Subject: Reading/ELA **Test:** Aspire **Grade:** 5
Edition/Publication Year: 2016 **Publisher:** ACT **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	420
Number of students tested	10
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:

Subject: Reading/ELA **Test:** Aspire **Grade:** 6
Edition/Publication Year: 2016 **Publisher:** ACT **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	426
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:

Subject: Reading/ELA   **Test:** Aspire   **Grade:** 7
Edition/Publication Year: 2016   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	429
Number of students tested	16
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:

Subject: Reading/ELA   **Test:** Aspire   **Grade:** 8
Edition/Publication Year: 2016   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2016-2017
Testing month	Apr
SCHOOL SCORES	
Average Score	429
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: