



## PART I – ELIGIBILITY CERTIFICATION

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1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 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

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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
<b>PreK</b>	28	35	63
<b>K</b>	11	10	21
<b>1</b>	11	17	28
<b>2</b>	13	13	26
<b>3</b>	19	14	33
<b>4</b>	9	19	28
<b>5</b>	16	14	30
<b>6</b>	14	17	31
<b>7</b>	22	22	44
<b>8</b>	20	24	44
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	163	185	348

4. Racial/ethnic composition of the school:
- 3 % American Indian or Alaska Native
  - 6 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 78 % White
  - 9 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2016	377
(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):  
Polish, Korean, Spanish, Portuguese, Mandarin

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

7. Students eligible for free/reduced-priced meals: 2 %  
 Total number students who qualify: 6

8. Students receiving special education services: 2 %  
7 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>2</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>2</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>4</u> Other Health Impaired                 |
| <u>2</u> Developmentally Delayed | <u>4</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>7</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</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: 1

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
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.	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 17:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2012	2012-2013
Daily student attendance	97%	97%	97%	97%	97%
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.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2007

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

To promote educational excellence in a Catholic environment and offer opportunities for students to attain their full academic, socio-emotional, and spiritual potential.

## PART III – SUMMARY

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St. Francis de Sales Catholic School is an educational community located in Lake Zurich, a northwest suburb of Chicago, Illinois. Lake Zurich is a middle class suburb of 20,000 citizens and is the residence of many St. Francis de Sales students. Our students also come from the nearby communities of Deer Park, Hawthorn Woods, Kildeer, Long Grove, Mundelein, Barrington, and Wauconda. St. Francis de Sales School is blessed to be supported by our parish, as well as by the local community.

Established in 1956, the school has been providing quality Catholic education for over 60 years. The mission of St. Francis de Sales Parish School is to create a community of faith in which students, teachers, and parents live the message of the Gospel of Jesus Christ, share knowledge in a spirit of freedom and love, and cultivate service to God and neighbor. Academically, St. Francis de Sales Parish School promotes educational excellence in a Catholic environment and offers opportunities for students to attain their full potential.

The school provides opportunities for our students and faculty to accept and celebrate cultural differences of all those in our educational community. St. Francis de Sales provides one to two classrooms of each grade in preschool through 8th grade, with an average class size of 17 students. This year there are also two multi-age classrooms, which provide additional differentiation for student learning styles and abilities. In the elementary grades, instructional aides support preschool, kindergarten, and 1st grade students. There is also an instructional aide to support middle school students. The school is supported by a Coordinator of Individualized Instruction, allowing for resource and enrichment classes to serve student needs.

St. Francis de Sales School has many traditions which demonstrate our unity and faith. Each September, students, staff, and parents celebrate Spirit Week. This includes celebratory activities, a prayer service, and a student walk through the community. Traditions such as the Christmas program for preschool through 5th grade, the Halloween costume parade for preschool through 3rd grade, Lorado Taft outdoor education for 5th grade, monthly Rosary prayer services with members of the parish, a 7th grade trip to Springfield, Catholic Schools Week, Living Stations of the Cross presented by the 5th grade, and the 8th grade trip to Washington, D.C., provide opportunities for the students and staff to interact with the parish and the community at large. The school's motto, "All for One, and One for All in Jesus Christ," affirms the school's solidarity with each other and the parish community.

St. Francis de Sales is committed to developing the full potential of all students. We have an extensive athletic program, as well as clubs, through which students can pursue their interests and talents. Examples include sports programs, Student Council, National Junior Honor Society, Singing for Service, Science Club, and Scholastic Bowl. Students are able to participate in the school-wide annual speech contest and the spring musical. Social and emotional learning and growth experiences are very important elements in our school initiatives. One of the many practices we employ is to pair younger and older students as buddies to participate in various activities and promote mentoring opportunities throughout the school year.

As a recipient of the National Blue Ribbon School award in 2007, St. Francis de Sales was recognized as a school that challenges students at a high level. Since winning the award, we have continuously sought to improve our curriculum, while maintaining our level of rigor. Receiving the award has affirmed our school's commitment to continue to offer a quality Catholic education. This school year we launched the Individualized Instruction Program and have added a full time Coordinator of Individualized Instruction, who actively oversees our efforts to differentiate instruction. St. Francis de Sales participates in the Archdiocese accreditation process through AdvancED. Through this process we identify strengths and challenges and maintain a data-driven plan for continuous growth.

We have also focused on incorporating technology into the curriculum. Three years ago, the school received a \$200,000 grant from the Rice Foundation to upgrade technology capability. The funds were used to purchase classroom devices. The Chromebook ratio is 1:1 in grades 6 through 8. Classroom iPads for grades two through four are used at a 2:1 ratio. There is an additional class set of iPads that may be checked out for use. We have also incorporated Class DoJo and Google Classroom apps as a means to increase

communication between students, families, and the school.

St. Francis de Sales School is proud of its achievements and continues to work toward educating students in mind, body, and spirit.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Overview: St. Francis de Sales prides itself on a rigorous curriculum that aligns with both Common Core State Standards and Archdiocesan Standards for all core and enrichment subjects. Our curriculum is designed to provide a wide breadth and depth of foundational academic skills, experiential knowledge, civic and social aptitude, and faith-based learning. Together these components produce a body of student graduates that are intellectually, socially, emotionally, and spiritually prepared for the challenges of high school and beyond. Special initiatives embedded in our learning design include a spiraling curriculum which continually reinforces and increases skills in degrees of difficulty as students advance from grade to grade, a commitment to meet individual needs through differentiated learning, a desire to connect with the world outside the classroom through dynamic field trips and community outreach, a weaving of skills in multiple academic subjects through regular cross-curricular projects and activities, the integration of technology and learning methods, and the cultivation of an environment where creativity and innovation are nurtured and celebrated.

Reading/English Language Arts: At St. Francis, reading and language arts are taught in two to three class periods a day. The focus on literacy skills begins in the primary grades with phonemic awareness and decoding. All grades emphasize vocabulary building, comprehension, fluency, and critical thinking at grade appropriate levels. In middle school grades students also focus on analysis of fiction and nonfiction selections. With the use of decodable and leveled readers in the early grades and reading anthologies and novels in the upper grades, students build reading stamina as they become acquainted with increasingly more challenging texts. The utilization of active reading strategies and literary elements and the practice of utilizing textual evidence help to round out this strong curriculum. The main goal of the St. Francis language arts curriculum is strong and effective written expression through the practice of the writing process, emphasizing the development and support of ideas, clarity, organizational structure, creativity, and conventions of language as outlined in both Shurley and Warriner's grammar. Each year, students receive instruction on and have the opportunity to produce narrative, expository and argumentative writing. The curriculum includes units on public speaking and listening skills as well.

Mathematics: The math curriculum begins foundationally in grades K through 5 with number sense, computation, and basic operations, which includes the use of critical thinking skills and expressive language to articulate and substantiate necessary problem-solving steps. The curriculum in grades K through 5 is augmented by math resource for students in need of skill reinforcement and enrichment groups for students who desire extra challenges. Middle school grades focus on pre-algebra, algebra, and high school geometry, emphasizing complex, multi-step problem-solving, logic and reasoning, and real world applications. Our highly successful Move-up Math program provides math levels that are inclusive of students from multiple grades, allowing each child to advance through math concepts at an individualized pace. These levels are defined through the careful use of standardized and diagnostic testing. St. Francis also successfully utilizes Internet resources like Mathletics, Khan Academy, and online graphing calculators to reinforce skills and concepts.

Science: In early grades, the science curriculum focuses on observation and exploration with the study of earth, life, and physical sciences and emphasizes hands-on investigations that include collecting and interpreting data as well as applying new knowledge. Students learn and follow the scientific method as they investigate new concepts and make real world connections. In grades 6 through 8, the curriculum aligns with Next Generation Science Standards. STEM projects are incorporated into the curriculum at all grade levels, as well as through the 1st-3rd grade after school Science/STEM club. Technology is incorporated in the design process to enhance learning concepts, to practice critical thinking skills, and to prepare students for 21st century problem solving. Students in grades 7 and 8 participate in an Illinois Junior Academy of Science (IJAS)-compliant Science Fair, and students who qualify advance to and compete in the Regional and State Fairs. In an effort to work toward continuous improvement, St. Francis is currently establishing a 6th through 8th grade robotics club, anticipated for rollout in January 2018.

**Social Studies:** The social studies curriculum begins in the primary grades with the introduction of the concept of “community.” Students explore, interact with, and participate in projects to support local community institutions. They also participate in hands-on activities that celebrate, through reenactment, major historical milestones. Intermediate grades focus on the constructs of government, economics, geography, and cultural diversity. In middle school, students explore more deeply, through analysis of both primary and secondary sources, various types of socio-economic and political systems and cultures, especially in relation to how they compare to the United States. In-depth studies of U.S. history and government begin in 7th grade, including the Illinois and U.S. Constitutions. These studies are enhanced by extended trips to the State Capitol in Springfield and to Washington, D.C. During presidential election years, all grades study and participate in the election process through mock elections.

**Preschool:** The St. Francis preschool promotes social/emotional development by utilizing a core curriculum that is rich in foundations of play through hands-on, age appropriate, theme-based units which empower students in cognitive thinking, pre-reading skills, literacy, math concepts, science, and technology. The Illinois State Standards of Learning are followed through relevant play-based learning. Our preschool creates a strong foundation for higher education through play that engages students and fosters lifelong learning. This, coupled with preschool readiness, prepares children for the primary curriculum. Preschool teachers work closely with the primary team to ensure that our standards and curriculum will allow for successful transition of our students to kindergarten and beyond.

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

**Visual Art:** Students attend art classes weekly in grades K through 8. The elements and principles of art are taught simultaneously through projects designed to emphasize shape, color, value, form, and perspective. Students strengthen fine motor skills utilizing a variety of materials and media. Technique is practiced and individual creativity is encouraged. In addition to art class, students are exposed to art appreciation, history, and criticism with our quarterly Volunteer for Art program.

**Performance Art:** General music class meets once a week for preschool through 5th grade. Curriculum goals include the opportunity to learn songs from various cultures and explore music as a means of expression and communication. Students learn musical elements including tempo, dynamics, basic note reading, harmony, and melody. Band lessons are offered to students in grades 4 through 8. St. Francis de Sales also offers a yearly spring musical produced and performed by students in grades 5 through 8. Stagecraft, set design, speaking, singing, and dancing are all important skills students have an opportunity to practice in this very special experience. Concert, band, and drama performances help students to listen attentively, work collaboratively, improvise, problem-solve, and develop an appreciation for the performing arts.

**Physical Education/Health/Nutrition:** PreK-K attend gym 1 day a week for 20 minutes, and 1st through 8th grades meet twice a week for 40 minutes. The physical education curriculum encompasses three categories for all students: sports education, which emphasizes working in teams, skill development, game rules, strategies, and ethical principals; fitness education, which emphasizes how nutrition and exercise affect the body, and how to maintain and improve individual health; and movement education, which emphasizes gross motor skills. Students also participate in the Presidential Physical Fitness Testing.

**Foreign Language:** St Francis de Sales School is in compliance with the program’s foreign language requirements. Spanish instruction takes place in 1st through 8th grades, with 1st and 2nd graders meeting once a week, 3rd through 6th graders meeting twice a week, and 7th and 8th graders meeting three times a week. The curriculum focuses on vocabulary acquisition, oral communication, listening skills, and recognizing and understanding cultural traditions. Middle school Spanish classes also emphasize reading, grammar, and writing skills. Repetition and immersion in the language help to support the students’ acquisition of these skills. Spanish Club is offered for students in grades 6 through 8 who have a greater interest in the Spanish language and culture. Weekly Spanish tutoring is also offered for students in K through 8.

**Technology/Library/Media:** St. Francis is a Digital Citizenship Certified school, and digital citizenship is

taught at all grade levels. The technology curriculum begins in Pre K and develops through 8th grade. Students obtain experience in the use of such common applications as drawing, word processing, presentation and spreadsheet creating. Students progress into advanced capabilities and other media technology, such as photo, screencasting, and video making. This year the technology curriculum incorporates computer science, building on the foundation of the Hour of Code. In grades K through 6, students complete courses in Computer Science Fundamentals (code.org courses A-F, Express), which introduces coding and focuses on problem solving skills, using the Blockly language. In grades 7 and 8, students complete Computer Science Discoveries (code.org), which continues to highlight problem solving, and advances to web development, game development, HTML and JavaScript coding. The technology lab is equipped with 28 desktop computers; however, technology is infused in every subject at St. Francis and is utilized by teachers and students as a primary learning tool. In grades K-5 students interface using iPads, and in grades 6-8, students are one-to-one with Chromebooks and also have access to iPads for project work. School-wide applications regularly used and incorporated into our curricula include Mathletics, IXL, Nearpod, Quizlet, Kahoot!, Class Dojo, and Google Apps for Education. In addition to the use of individual devices, all classrooms are equipped with interactive whiteboards. Students in grades preschool through 3rd visit our school library once a week to learn library skills and to encourage a love of reading.

Religion: As a Catholic School operating within the Archdiocese of Chicago, St. Francis includes a daily religion class as part of its curriculum in all grade levels. The content has been approved by the United States Conference of Catholic Bishops. Sacred Scripture provides a solid foundation for learning the Catholic faith. Values, moral development, prayer, and service are also incorporated into daily lessons. The students practice a wide variety of prayer experiences, and they are challenged to respond to the Gospel message of love, peace, and social justice in age-appropriate ways.

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

St. Francis uses a variety of instructional methods appropriate for multiple grade levels, skill levels, and learning styles. Differentiation by ability, interest, and learning style is present in all classrooms. Teachers use leveled readers, allow students to choose writing topics, and provide opportunities for hands-on learning. An example of school-wide differentiating is St. Francis's Move-up Math program, where students are placed in classes based on aptitude, rather than grade level, creating learning environments that challenge students to their highest ability. Additionally, St. Francis offers multi-age classrooms in some grades based on skills and abilities in multiple subject areas. Field trips, cultural arts programs, and our Second Step program, emphasizing interpersonal communication, are used to support social/emotional learning.

For students who require intervention as a pathway to learning success, St. Francis utilizes a wide variety of support methods. Technology-based support includes Assessment and Learning in Knowledge Spaces (ALEKS) for several students in the middle grades. Using adaptive questioning, ALEKS determines instructional levels and creates an individualized learning path. Voice-to-text software has been used with certain students to support the writing process. Other technology supports include Mathletics, IXL, and Spelling City.

Our newly designed "Individualized Instruction Program" provides opportunities for resource, remediation, and enrichment. The goals of the program are to ensure that every student in grades K-5 is reading and performing mathematics at or above grade level and to provide enrichment for students who are reading or performing mathematics above grade level. In these cases, small group (1 to 6 students) instruction is closely aligned to each student's readiness level. Groups are fluid and may change as needs evolve. In grades 6 through 8, St. Francis achieves the same goal by offering multiple levels of reading and math classes so we can differentiate instruction by class, as well as within small groups in a class. Additionally, a resource aide is specifically dedicated to working with students in grades 6 through 8 who need extra support in core academic subjects.

Strategies employed with students in resource groups include teaching content using a multitude of visual aids and auditory support and breaking down multi-step problems into smaller parts. A multi-sensory approach is also used to reinforce literacy skills such as phonemic awareness, sight words, fluency, and vocabulary development. Students in enrichment groups use technology to practice productive

collaboration, real-world application, and problem-based learning. Regular communication between the classroom teachers and Coordinator of Individualized Instruction takes place to ensure that we are meeting each student's needs. The Coordinator of Individualized Instruction also pushes into grades 1 through 5 to meet individualized learning needs. Depending on the student needs, different co-teaching approaches are utilized, such as station teaching or teaming.

At times, there are students who are not experiencing adequate growth in core academic subjects. Additionally, these students are not responding to the differentiated instruction as provided by the classroom teachers and the Individualized Instruction Program. After considering different sources of data as well as teacher and parent input, St. Francis may decide to consult with Lake Zurich District 95 and request an evaluation. Upon evaluation, an ISP (Individual Service Plan) or 504 plan may be created to assist teachers in meeting that student's learning needs.

At St. Francis we strive to make data-driven decisions about student progress and placement with the overall goal of improving student and school performance. Student placement in our Individualized Instruction and Move-up Math programs is based on evidence from different types of data sources, namely diagnostic data from reading and math baseline assessments, summative data from ACT Aspire for grades 3 through 8, and teacher observation. A variety of formative and summative assessments are used by classroom teachers including unit tests, presentations, fluency checks, and exit tickets. We are excited at the opportunity this year to use ACT Aspire interim tests for grades 3-8 as an additional formative assessment, and we also plan to administer an end-of-year reading and math assessment to measure student growth.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

St. Francis de Sales has a long-standing reputation in our geographic area for providing education of the highest caliber. Students graduate from St. Francis with a strong set of skills that make them ready for the challenges of high school and beyond. While rigor and hard work are expected in each grade level and are direct links to academic success, we are also driven by the foundational philosophy that in order for learning to be successful, it must also be interesting, engaging and enjoyable. Our school uses a variety of age-appropriate methods to motivate students toward excellence such as positive reinforcement, rewards, friendly competition, and academic recognition in the form of achievement honor rolls to celebrate outstanding work and give students the opportunity to challenge themselves to aim higher. Beyond these more common motivators, we also pride ourselves on shaping a school culture that is student centered, that provides unique interaction with materials, and that seeks creative engagement of skills. For example, kinesthetic learning, which keeps students actively engaged, is encouraged and practiced at all levels. Similarly, frequent field trips and service projects link us to the greater community and make learning relevant to life. Our dynamic curricula and our goal to regularly make connections between learning and life result in students who are energetic and eager to learn.

One aspect of the mission of St. Francis de Sales is to create a loving and nurturing learning environment for our students. There are many ways we accomplish this, but none is more impactful than the espousal of the growth mindset, whereby students learn to positively embrace, rather than fear, failure as an expected and important stepping-stone to success. For our students, school is viewed as a place where failure is not only safe, but essential for growth. By promoting a growth mindset, we encourage students to believe that with practice and effort they have limitless potential to learn. Since our mission addresses academic as well as social, emotional and spiritual growth, we offer a variety of experiences that encourage leadership, collaboration, competition, creativity, and fun. Our sports program includes basketball, volleyball, track and cross-country running. We also sponsor a variety of after school clubs such as Scholastic Bowl, Spanish Club, Band, Cantor Club, Science Club, and Singing for Service. Our religion classes, liturgical holiday celebrations, prayer services and masses help students to develop spiritually and grow in their Catholic faith.

Teachers are, of course, an essential part of the St. Francis success equation. We are very proud of the expertise that exists in our strong and well-qualified teaching staff. Our pastor, principal, and parents make every effort to acknowledge and recognize teacher dedication and achievement. During weekly masses and faculty meetings special teacher accomplishments, both in and out of the classroom, are showcased and highlighted. Kind and encouraging words, special treats, and faculty dress-down days are all ways our principal lets his teachers know how much they are appreciated. Equally important is how much teacher input, ideas, and concerns are valued. Parents provide monthly luncheons to celebrate teachers and regularly find special and generous ways to let teachers know they are appreciated.

### **2. Engaging Families and Community:**

Parent engagement in school functions occurs primarily through participation in the School Board, the Parent Teacher Organization, and the Athletic Board. Parents who volunteer to participate through these important and effective avenues provide their time and talent to support St. Francis as an academic institution and as a community of families. The School Board acts in an advisory role to address strategic, financial, and operational issues. The PTO creates opportunities for socialization, fundraising, enrichment, and volunteering in the classroom. Our largest fundraiser, Spirit Day, is run entirely by the generosity and dedication of PTO volunteers. The volunteer-led Athletic Board oversees engagement in promoting participation in team sports in grades K through 8. Students are encouraged to participate in multiple sports in which skills and healthy competition are taught in a supportive environment.

St. Francis engages with our local community and the greater community in many ways. Within our parish, students help to stock our food pantry for needy neighbors, adopt families at Christmastime through

the Gift of Love program, and contribute to coat, shoes, jeans and mitten drives. Each grade level chooses some way to impact the community such as supporting our police, fire and public works departments, writing letters to veterans, volunteering at Feed My Starving Children, and playing online games through FreeRice.com to earn grains of rice to feed people in impoverished countries. School-wide initiatives include collecting for this year's 'Souper' Stadium Challenge and disaster relief funds. Our school organizations, Student Council and National Junior Honor Society, take many opportunities throughout the year to run fundraisers for such charities as Gift of Love and volunteering at the parish community dinner which feeds our neighbors in need of a meal. Our Singing for Service program provides students with the opportunity to visit the elderly and entertain them with songs. A special yearly commitment our school makes is to collect school supplies, winter clothing, and toys for our sister school, Our Lady of Tepeyac. St. Francis is a visible and positive presence in Lake Zurich and the community at large. Perhaps in response to our outreach, the community provides ample support for us as well. Local restaurants provide financial support for our school in our Dining for Dollars program, local businesses support our school by generously contributing funds in our annual Spirit Day walk. Additionally, we invite members of our community to participate in, sponsor, and support many of our annual traditions such as our book fair, our speech contest, and our school play.

Regular communication with parents is essential and comes in many forms. A weekly school newsletter sent out via email keeps families informed about important events, initiatives, accomplishments, opportunities, and reminders. Teachers use PowerSchool, ClassDoJo, Google Classroom, and email to communicate student progress electronically. Teachers also connect with parents face-to-face during Meet the Teacher Night, Curriculum Night, Parent-teacher conferences, and via teacher or parent requested meetings. The principal presents the Annual Strategic Plan to parents at parent coffees. Our local newspaper, the Lake Zurich Courier, spreads the word about St. Francis to the community by covering stories about special events, such as our band concert, speech contest, school play, sporting events, and student accomplishments, including quarterly honor roll. Finally, feedback as a form of communication is critical to our success and continued improvement as a school. For this reason, St. Francis asks parents to participate in surveys that help us to understand their level of satisfaction with our school programs.

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

At St. Francis our teaching staff is constantly looking for ways to improve. Teachers are encouraged to seek out professional development that is aligned to our continuous improvement plan, and that helps to invigorate learning, leverage analytics, address concerns, improve strategies, or introduce new methods. Annually, a part of the school budget is designated for professional development. Professional development is also consistent with identified SMART (significant, measurable, achievable, realistic, timely) goals adopted by teachers and reviewed and approved by the principal. In meetings between the principal and faculty members, SMART goals are discussed, and professional development is identified in support of these goals. After individuals attend professional development courses or workshops, they present key concepts, strategies, and techniques to the staff at faculty meetings in an effort to share their learning. When common needs are identified, in-house professional development is scheduled. Examples of such in-house professional development provided recently includes training in technology, data analysis, Danielson's Framework for Teaching, and curriculum standards. St. Francis de Sales is also a participant in the Archdiocese of Chicago's Continuous School Improvement Plan (CSIP)/AdvancEd program for continuous improvement. A major initiative in this program is to identify areas of academic improvement by analyzing standardized testing data and to seek out professional development that addresses those areas of improvement.

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

Leadership is established and encouraged at many levels at St. Francis de Sales. Our leadership teams include our administrators, consisting of the pastor, the principal, and the assistant principal; the Continuous Improvement Leadership Team (CILT); various committees; and faculty. Our pastor oversees the management of the school, is involved in long-range strategic planning, provides spiritual leadership, and supports school initiatives at all levels. The principal and assistant principal manage a variety of responsibilities. They oversee the day-to-day budgeting and operation of the school, provide strategic

planning and direction; observe, evaluate, and mentor faculty; and monitor student development, providing interventions where necessary. Our CILT, guided by the Archdiocesan AdvancEd program, uses academic data, stakeholder feedback, and best practices to identify areas of improvement and drive progress. Various other committees address issues of safety and security, school marketing, and curriculum development.

While St. Francis recognizes official leadership positions, we are also a community that believes in and practices distributed leadership. Through the guidance of our principal, all levels of faculty and staff are encouraged to take on leadership roles in decision-making, establishing policies, identifying problems, instituting solutions, and developing creative ideas. Faculty members are empowered to use their leadership skills to drive improvement in school procedures and academics.

Student leadership is also important at St. Francis de Sales. Participating in Student Council allows students to experience government and civic engagement within the school. Student Council participants use government processes to plan and execute social activities, facilitate school improvements, and to sponsor fundraisers for the benefit of select charities. St. Francis de Sales School sponsors a local chapter of the National Junior Honor Society. The organization recognizes outstanding middle school students and focuses on promoting and fostering leadership abilities. NJHS plans, coordinates, and executes various service projects such as Parents' Night Out, a free babysitting service provided to school parents.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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There are many factors that contribute to the success of St. Francis de Sales School, but one outstanding attribute that shines above all and also contributes to the success of all is our sense of solidarity, our commitment to each other, our “oneness.” We approach the idea of solidarity as a mindset; therefore, it is an imperative socio-emotional foundation of learning at our school. We are not merely an academic institution, and we are so much more than just the sum of our parts. Our students, staff, family volunteers, parishioners, and neighborhood community work together to cultivate these strong bonds that increase the health, well-being and success of our children. Our school motto, “All for One, and One for All in Jesus Christ,” illustrates our core belief that by working in solidarity with one another, we can accomplish far more than we can as individuals. We have discovered that, rather than causing insulation, this philosophy branches outward and results in a student body that recognizes a link between academics and real-world learning and that strives to be connected with the world at large. Woven into our day-to-day lessons, our school-wide initiatives, and our extracurricular programs are constant reminders and models of sharing, supporting, encouraging, and respecting peers. Through these reminders and models, we strive to propagate attitudes of solidarity. We are so proud of the fact that our students grow, move on, and become extensions of the “connectedness” seeds that we plant so that the positive force that we are spreads exponentially into the world around us.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student?      \$6592  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$3000

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      3%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      3%

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

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	415
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	418
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	421
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	425
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	426
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	427
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	415
Number of students tested	27
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	418
Number of students tested	33
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	421
Number of students tested	41
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	423
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	426
Number of students tested	43
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2017

**Test:** ACT Aspire  
**Publisher:** ACT Aspire

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

School Year	2016-2017
Testing month	Apr
<b>SCHOOL SCORES</b>	
Average Score	428
Number of students tested	31
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**