U.S. Department of Education
2019 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 <u>Ms. Mary Eileen Ward</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Saint Raymond School</u>
(As it should appear in the official records)

School Mailing Address <u>300 South Elmhurst Avenue</u>
(If address is P.O. Box, also include street address.)

<u>Mount Prospect</u>   <u>IL</u>   <u>60056-3129</u>
City   State   Zip Code+4 (9 digits total)

County <u>Cook</u>

Telephone <u>(847) 253-8555</u>   Fax <u>(847) 253-8939</u>

Web site/URL <u>http://www.st-raymondschool.org/</u>   E-mail <u>me.ward@st-raymond.org</u>

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*<u>Dr. James Rigg</u>   E-mail <u>jrigg@archchicago.org</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Archdiocese of Chicago School District</u>   Tel. <u>(312) 534-8200</u>
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 <u>Mrs. Kara Coleman</u>
(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.

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.

1. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.

3. 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.

4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. 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.

9. 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.

10. 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.

11. 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 (2018-2019) 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	70	60	130
K	32	24	56
1	20	34	54
2	22	18	40
3	17	28	45
4	14	12	26
5	17	15	32
6	21	28	49
7	19	19	38
8	24	24	48
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	256	262	518

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate):   6 % Asian
                                         1 % Black or African American
                                         9 % Hispanic or Latino
                                         1 % Native Hawaiian or Other Pacific Islander
                                         81 % White
                                         2 % 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 2017 – 2018 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, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2017-2018 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2017	522
(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):

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

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

    Total number students who qualify: 0

8. Students receiving special education services: 6 %
                                                       29 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.

   0 Autism   1 Multiple Disabilities

   0 Deafness   1 Orthopedic Impairment

   0 Deaf-Blindness   2 Other Health Impaired

   4 Developmental Delay   4 Specific Learning Disability

   0 Emotional Disturbance   16 Speech or Language Impairment

   1 Hearing Impairment   0 Traumatic Brain Injury

   0 Intellectual Disability   0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 4

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	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school 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   21:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	95%	96%	96%	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 2018.

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 <u>X</u>   No ____

    If yes, select the year in which your school received the award. <u>2009</u>

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

Saint Raymond School educates and forms children with a comprehensive curriculum while instilling the values and teachings of the Gospel.

Saint Raymond School is a vibrant Catholic educational community located in the heart of Mount Prospect, Illinois. Saint Raymond de Penafort Parish, named after the 13th Century Spanish Friar Saint Raymond, was founded in 1949 to serve the burgeoning Catholic community in Chicago's northwest suburbs. School construction began in March 1953, and it opened to students in August 1954. Today Saint Raymond School is a diverse preschool through 8th grade (PS-8) educational institution with more than 50 lay teachers and staff serving more than 500 students. The students are primarily Catholic and from the Village of Mount Prospect, with a portion from neighboring suburbs. Saint Raymond School has a culturally diverse student population and serves families from a range of socio-economic statuses. Faculty and staff, in partnership with parents, parish, and the school community, are dedicated to providing a strong educational environment rooted in Catholic values as reinforced by the school's three main pillars: faith, academic excellence, and service. Teachers and students emulate a motto derived from our school mascot, Saints: Students Show respect, are Accepting, Imitate Christ, Navigate challenges, Take responsibility and Stand up for others.

Saint Raymond School strives for academic excellence. In addition to standard science, math, reading/English language arts, and social studies, the curriculum also includes the arts, physical education, Spanish, technology, and religion. Saint Raymond School's curriculum is based on Common Core State Standards and Archdiocese of Chicago Benchmarks. Since receiving the Blue Ribbon award in 2009, we have updated several areas of our curriculum. The early childhood program offers more full day instruction to meet the ever-changing needs of Saint Raymond School families. Both music and Spanish instruction have been added to the preschool curriculum. A new language arts series, National Geographic, in grades K-5 has allowed for integration of language arts and science. This program utilizes non-fiction texts that apply close reading in whole and small group settings as well as independent practice. In grades 6-8, Saint Raymond implemented a new vocabulary program, Vocabulary Workshop, which develops vocabulary skills with intention and practice. The math curriculum also has been updated for grades K-8. Go Math for grades K-5 and Glencoe math for grades 6-8 have strengthened our program by articulating the Standards that must be addressed. The new writing program, Units of Study in Opinion, Information, and Narrative Writing by Lucy Calkins, exposes students to various writing genres. The Archdiocese of Chicago Schools currently administers the ACT: Aspire test, a standardized assessment that is aligned with national and college readiness standards. This testing data formulates instruction and assessment throughout the academic year.

Saint Raymond School's licensed clinical social worker meets regularly with students to promote and build social skills, resolve conflicts, and act as a resource for students and parents. A robust co-curricular enrichment program supports student learning and includes athletics, art club, band, liturgical choir, chess club, PE club, Lego club, drama club, cooking club, newspaper, yearbook, and Scouts. Students also have opportunities to complete community service and participate in parish ministries. Students in grades 4-8 can participate in cadet, intermediate, and concert bands. The Athletic Association works with the administration and provides students in grades 5-8 with opportunities to participate in cross-country, volleyball, basketball, track and field, and girls' softball programs.

Dedicated instructional professionals take leadership roles in academic as well as religious, social, and formational activities. The school administration meets regularly with the faculty to collaborate on professional topics and needs. The faculty focuses on holding students to high academic and behavioral standards and provides students with the means to meet these standards. The faculty engages in professional development that aligns with school and personal goals. The staff is a close-knit group that focuses on the academic, moral, and personal success of the students. The staff participates in regular team-building activities and spiritual retreats. These retreats help the staff bond as a community, which, in turn, supports student instruction.

The Family and School Association (FSA) not only affords opportunities for building community among school families, but also raises much-needed funds to enrich the school's programming. FSA fundraiser enhancements include new technology such as interactive white boards, laptops, tablet devices, and projectors for classroom use as well as books and listening centers in the school library. Further, FSA

sponsors and provides funds for the Art Volunteer in the Classroom (AVIC) program, cultural arts assemblies, enrichment clubs, teacher appreciation events, and much more.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

1a. Reading/English language arts:

Saint Raymond School provides research-based, best-practice strategies for reading and language arts beginning with a primary-level curriculum that blends student-driven instruction with direct instruction. The Archdiocese of Chicago aligns the core curriculum with the Common Core State Standards and College and Career Readiness Standards. The staff horizontally and vertically aligns the curriculum. Saint Raymond School commits to meeting the needs of students by differentiating instruction and providing a challenging curriculum that prepares all students for high school and beyond. In the early elementary grades, teachers expose students to phonological and phonemic awareness activities. These activities lay the foundation for strong reading, spelling, and writing skills for students. Teachers encourage rigor and growth through a mix of shared reading activities, small-group reading rotations, and on-level core reading groups. Reading and writing begin with a whole-group mini-lesson followed by independent and small-group work to strengthen skills. Primary and intermediate grades follow a Writer's Workshop model taught through a mix of mini-lessons and explicit modeling of writing skills. Students conduct breakout sessions before beginning independent work. The teachers introduce and model peer advising and editing before students publish a final draft. The junior high curriculum utilizes brain-based learning strategies to improve students' memories, processing, vocabulary, and sequencing. Teachers model discussion guidelines and then moderate Socratic seminars and debates to encourage student-centered learning. Students continue the Writer's Workshop model. Students take full ownership of their academic performance and complete self-driven writing performance reviews. Using Google Classroom, teachers assign videos as nightly homework to "flip" the class, allowing more time for student-centered group work during daily instruction. In the literature curriculum, students engage in novel study units focusing on craft and structure. Teachers use center-based reading activities with mentor texts to differentiate and teach the whole child. Teachers foster an academic environment that allows all students to improve and perfect their skills.

1b. Mathematics:

The mathematics curriculum and instruction at Saint Raymond School foster independence and critical-thinking skills in learners across all grade levels. Teachers provide students with multiple strategies allowing them not only to understand math in a new way, but also to take their learning into their own hands. Teachers use classroom technology to model strategies and problem-solving techniques for each lesson. This mini-lesson allows students to see the strategies and concepts modeled appropriately. Teachers expose students to real-world applications of concepts taught in the math curriculum. Students work independently in small groups to problem-solve and practice multiple strategies. Additionally, teachers provide manipulatives for young learners to provide a tactile foundation. Technology builds math fact fluency, concepts, and applications. The technologies are adaptive to each student's specific learning needs. Students learn how to properly organize information, check their work for errors, and expand upon their thinking. Small groups provide the teachers with opportunities to individualize instruction, expand upon mathematical concepts, reinforce key vocabulary terms, and assess the needs of the students.

1c. Science:

Saint Raymond School bases its science instruction on analyzing and applying theories and principles that affect our world today and in the future. Teachers in primary and intermediate grades interweave the science curriculum throughout reading, writing, and math. Students read scientific texts, analyze scientific vocabulary and data, and synthesize knowledge. Students interpret charts and graphs and solve word problems. Beginning in the primary grades, students complete research projects within the reading curriculum. Students use a blend of technology and non-fiction texts to research topics within biology, earth science, and physics, and then present their findings. Students in the intermediate grades work collaboratively to deconstruct scientific articles and passages, focusing on academic vocabulary and discussion. The Next Generation Science Standards and the Performance Expectations drive the curriculum

in junior high. Teachers instruct students through lab-based learning. Students receive direct instruction and modeling of information necessary to complete the lab. Teachers strive to assist students to write scientifically through questioning, observing, drawing, labeling, and summarizing their findings. Students work together to conduct labs; collect, analyze and record data; and interpret results. Junior high students also complete data analysis using charts and graphs for pre-existing data. Students work within the Claim, Evidence, and Reason Framework to create detailed lab reports. After a lab has concluded, the teacher facilitates a discussion to clarify details, connect the lab to the lesson, and summarize the lab findings. Students throughout all grade levels complete STEM challenges with real-world applications.

1d. Social studies/history/civic learning and engagement

A strong curriculum set in civic learning and engagement that celebrates diversity and family heritage begins in the primary curriculum. Students focus on community and read, discuss, and complete center activities to help them identify their own communities and research their family heritage. Teachers use mentor texts to introduce age-appropriate topics on world events within the primary grades. With the help of technology, primary-grade students lead their own research-based activities to learn about diverse cultures and our United States foundational history. Using Venn diagrams, charts, and graphs, students make predictions, connections, and comparisons among communities. In the intermediate curriculum, students move to hands-on application of knowledge from social studies and civic learning seminars. One intermediate unit culminates with an I-kid-a-rod challenge (modeled after the Iditarod Trail Sled Dog Race) involving all students, creating an emotional connection to an academic purpose. In other intermediate units, students integrate technology using Skype to consult experts while studying and researching. Students become engaged citizens who develop a respect and appreciation for diversity in their communities and world. Later in the junior high unit, students analyze primary sources and begin student-facilitated discussions and seminars. Students learn how the subject material plays a vital role in their own civic and intellectual development through the completion of a research project. In all grade levels, field trips to the Illinois Holocaust Museum in Skokie, Illinois, and Museum of Science and Industry in Chicago, Illinois, help connect lessons in the classroom to their impact on the real world. The Junior Achievement program, held in the spring, fosters work-readiness and teaches the significance of entrepreneurship and financial literacy in a global economy.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

Saint Raymond's preschool curriculum aligns with the Illinois Early Learning and Development Standards. The spiral curriculum develops the children's intellectual, social-emotional, physical, and spiritual well-being while providing readiness skills for kindergarten and beyond. Jolly Phonics, a multi-sensory synthetic phonics method, along with Heggerty's Phonemic Awareness activities teach early literacy skills. The use of these programs provides a strong foundation in kindergarten and 1st grade skills as seen in AIMSweb data as well the Fountas & Pinnell Benchmark Assessment tool. The curriculum deepens math readiness skills through real-world daily experiences of counting, measuring, and exploring the environment. Literacy and math lessons include science and social studies topics.

2. Other Curriculum Areas:

Saint Raymond School supports students in many non-core subject areas to develop their creativity and confidence. Visual and performing arts, physical education, foreign language, and technology, as well as social-emotional learning, play an important role in the students' overall development.

Students in grades PS-8 attend one general music course each week designed to expose students to different music genres. Students explore the basics of music and composition as well as perform on classroom instruments. Students prepare and perform at a number of events including the Christmas program, operas, recorder concert, and liturgical choir.

Students in grades K-8 attend a weekly art class that emphasizes individual creativity and experience in various media. Teachers display artwork throughout the school, in the community, and on Artsonia, an online gallery. Students have the opportunity to participate in after-school clubs such as Art Club and Ceramics Club.

The physical education curriculum at Saint Raymond School comprises activities that teach small and large motor skills, physical exercise, team sports, health, and nutrition. The curriculum challenges students to develop the knowledge, skills, and positive self-esteem to live a healthy lifestyle. Students attend two 45-minute periods each week. Students participate in warm-up activities, receive direct instruction, and begin a group or team sport.

Spanish instruction includes all students in grades PS-8. Instruction focuses on basic vocabulary development, spelling, grammar, and conversational Spanish. Students learn the history and culture of Spanish-speaking countries. Students in grades PS-4 attend Spanish once a week. Students in grade 5 have Spanish once per week for a 45-minute period. Students in grade 6 attend Spanish three times a week. Students in grades 7 and 8 attend Spanish five times a week. The ambitious curriculum strives to make Spanish personal, culturally relevant, and academically rigorous. The teacher uses music, art, movement, and videos to demonstrate and practice vocabulary.

Saint Raymond School students in grades PS-8 receive technology education that prepares them for learning beyond the classroom setting. Beginning in preschool, our students learn how to use and care for iPads and/or computers and are exposed to basic technological vocabulary and symbols. The curriculum incorporates keyboarding skills beginning in kindergarten. In the intermediate to junior-high grades, students work on word processing, coding, databases, spreadsheets, drawing skills, and multimedia presentations, as well as proper care and use of hardware and software. Saint Raymond School, a certified Digital Citizenship school, teaches students how to be responsible and safe digital citizens. Through this program, students in junior high learn how to interact with others online in appropriate ways, to create safe web presences, to discern between private and public information, to navigate the Internet safely, and to recognize fair use of others' creative content. Students in grades 4-8 integrate technology in core subject areas. This provides opportunities for the technology teacher and content area teachers to engage in a team teaching approach and enables students to seamlessly use technology tools in all academic areas.

3. **Special Populations:**

The resource team at Saint Raymond School includes two learning behavior specialists and two interventionists. The learning behavior specialists act as case managers for students with Individual Catholic Education Programs (ICEPs) and 504 plans. Learning behavior specialists collaborate with classroom teachers to communicate the needs and accommodations of students with learning plans. The learning behavior specialists foster and maintain positive relationships with parents and communicate regularly to address concerns, provide positive feedback, and review learning plans. Students with learning plans have access to a variety of accommodations that include alternative environments for testing, assistive technology, and direct instruction from special education teachers. When appropriate, the learning behavior specialists co-teach classes where students require specific support.

Having a fully staffed resource team allows teachers to feel supported as they meet the diverse needs of each learner in their classrooms. The resource team establishes a Response to Intervention (RTI) process in the fall, winter, and spring benchmarking periods through AIMSweb and Fountas & Pinnell assessments. AIMSweb, administered to grades K-8, assesses students in math concepts and applications, computation, reading fluency, and comprehension. The Fountas & Pinnell benchmarking system assesses students' reading fluency and comprehension, allowing for teachers to give each student an accurate reading level. Teachers administer Fountas & Pinnell to students in grades K-4. Learning behavior specialists analyze results of both benchmarking assessments and interpret the data into an RTI three-tiered model. Learning behavior specialists share results with classroom teachers to help inform instruction for students who fall within tiers 1 and 2. The learning behavior specialists and interventionists create intervention groups for tier 3 students to meet the more intensive needs of these students. Students who need additional support in

reading have access to the Wilson Reading Program, Reading A-Z leveled readers and guided reading lesson plans, ReadWorks comprehension instruction, and Heggerty Phonemic Awareness curriculum.

Saint Raymond School students have access to the Mount Prospect School District 57 special education evaluation process, speech services, and consultation with the director of special education. When tier 3 interventions do not meet the needs of a student, the resource team meets with District 57 to determine if a case study and evaluation are necessary.

Saint Raymond School developed a problem-solving team to provide support for students who have not been formally identified through the RTI process but need support academically or behaviorally. This process ensures that teachers and students feel fully supported and that the school meets the needs of all learners.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Saint Raymond School, a community and home to its students, families, and staff, teaches 21st Century skills and fosters students' social-emotional development. The school establishes a trusting relationship among its faculty, students, and parents to send the message that "All are welcome here."

Saint Raymond School ignites students' passion and creativity for learning while providing a foundation and example of being active images of Christ. Students attend mass twice per month, learn about faith, and participate in grade-level prayer services twice per month. Students frequently extend those values outside of the school community in service. Saint Raymond School partners with a number of organizations to provide support and opportunities for students to share their time and talent.

All students learn from loving teachers who praise God and prepare them for the academically competitive road ahead. Teachers incorporate up-to-date technology to support a rigorous curriculum. Students learn to apply their creativity and imagination in multiple academic and extracurricular areas. Grade levels come together to teach students the value in collaboration and being part of a larger community. At least once a trimester the student body gathers for all-school pep assemblies, celebrating student accomplishments and successes.

The licensed clinical social worker provides social-emotional learning to students at all levels. In addition to providing whole classroom instruction, students attend small-group sessions and individual intervention as necessary. Students have the opportunity to practice skills such as appropriate communication and conflict resolution in a safe environment. Teachers, parents, and the resource team collaborate to create an environment that meets the needs of each student.

Administration works with teachers to help them grow and flourish. Teachers participate in professional development to strengthen and nurture their teaching practices. New ideas and teaching strategies are shared to provide assistance when needed. For example, all teachers are trained in Responsive Classroom, an evidence-based approach focusing on the connection between academic and social-emotional development. Saint Raymond School commits itself to building a positive community where teachers and students develop confidence and feel supported.

Every day, students enter a safe environment with teachers who help them value prayer and generosity in daily life, encourage critical thinking, explore opportunities for learning, and build confidence. The school continues to adapt to the ever-changing needs of a 21st Century student. Parents, teachers, and students take an active role in all parts of the educational process. The school continues to be academically challenging while remaining strongly rooted in Catholic faith traditions.

2. Engaging Families and Community:

The Family and School Association (FSA), Administration, and Athletic Association provide opportunities to support the physical, mental, emotional, and spiritual well-being of all members of the school, parish, and community.

The FSA, which includes a large and dedicated base of volunteers, hosts a broad array of events and activities over the course of the year. Saint Raymond School opens its doors to the community-at-large for gatherings that sustain its members at many levels while encouraging dialogue, interaction, and understanding. For example, the annual Pasta Dinner, Walk-a-thon, Agape Dinner, Santa's Breakfast, Trivia Night, and Book Fair, to name just a few, provide volunteer and service opportunities for students, staff, and families as well as essential fundraising to support the school and our students. Funds from these events have been used to upgrade technology and curriculum materials for math, science, Spanish, and social studies, while also providing staff with professional development support.

Saint Raymond School works with community organizations to expand options for student enrichment. In addition to taking students into the community for cultural experiences, FSA brings community resources into the school for Cultural Arts Assemblies throughout the year, ranging from musicals to local performers to science presentations and more. All of these experiences help students understand the unique connection between the school, community, and the world.

Saint Raymond School works with the local police and fire departments to institute programs in which a police officer and firefighter visit every classroom over the course of the academic year. The police officer addresses topics including Internet safety, stranger safety, railroad and traffic safety, as well as prevention topics like bullying and drug/alcohol abuse. This program reinforces the importance of students making good choices. The firefighter stresses the importance of fire safety and discusses household poisons, fire prevention, natural disasters, as well as CPR for our junior high students. At the conclusion of the school year, students in grades PS-2 engage in a "Children's Fire Safety Festival."

Activities to nurture faith and service are an integral part of the athletic and school programs at Saint Raymond School. Several times throughout the school year, the student body raises funds to support breast cancer research, pediatric cancer research, and Lurie Children's Hospital in Chicago, Illinois. Students and parents volunteer in different roles to help plan and host the events.

3. **Professional Development:**

Saint Raymond School offers professional development days throughout the academic year to provide teachers the opportunity to deepen their understanding of best practices in education and expand their knowledge of up-to-date research. At the beginning of the school year each staff member chooses two professional developmental goals as a part of their evaluation criteria within the Framework of Teaching by Charlotte Danielson.

Saint Raymond School analyzes the social-emotional and academic needs of the students to determine which professional development opportunities to offer to the faculty. Throughout the year the social worker and special education teachers present various intervention methods to the staff at faculty meetings and model techniques teachers can implement with their students. Saint Raymond School believes in educating the whole child: emotionally, academically, and spiritually. In order to successfully reach students in these areas, the staff follows a Responsive Classroom (RC) model in PS-8 grades.

In following the RC model, Saint Raymond School staff weaves the elements of positive language and a supportive community throughout the instructional day. Teachers incorporate the RC elements in daily morning meetings, and the entire staff uses the familiar, consistent language. The impact of the RC model is evident and improved student behavior positively changes the school climate and culture.

Additionally, professional development integrates technology seamlessly into the classroom. At Saint Raymond School, technology tools such as interactive white boards, iPads, and computers support curricular goals. To successfully integrate technology, Saint Raymond School employs two technology teachers to support the professional development and the technology goals of the school. Teachers have the opportunity to attend the Illinois Computing Educators annual conferences as well as technology workshops. Further, teachers belong to professional learning networks (PLNs). Saint Raymond early childhood staff regularly takes advantage of programs through The Erikson Institute of Chicago. Myriad professional development opportunities available to the faculty enable technology to be second nature for teachers and, in turn, for students.

Lastly, the staff studies and discusses the book Mindset by Carol S. Dweck, Ph.D. During the book discussions, the staff reflects on their own mindsets. The staff meets in grade-level teams to align the curriculum horizontally and vertically. Staff-wide discussions facilitate dialogue among grade levels. Overall, Saint Raymond School staff members receive opportunities to model for students the effects of "grit" and a "growth mindset." Thus, the administration fosters and empowers the whole educator at Saint Raymond School.

4. **School Leadership:**

Saint Raymond School has a well-rounded and well-supported leadership team. The team, led by the principal, works collaboratively with the assistant principal, dean of students, and a dynamic administrative assistant staff. The principal seeks the guidance of the pastor and the school advisory committee (SAC). The aforementioned stakeholders collaboratively provide a variety of insights into the elements that influence the school's climate, culture, and areas of improvement.

The principal and the assistant principal share in the responsibility of evaluating staff using the Framework for Teaching by Charlotte Danielson. The administrative team makes a conscious effort to be present daily in classrooms to support the teachers and students. The team's frequent presence throughout the school allows for students and teachers to feel comfortable and supported in the classroom. The culture of present, supportive administrators puts the focus on the progress of students and teachers toward the school's collective goals. High expectations, clear professional conversations about progress toward goals, and focus on staff members' strengths provide opportunities for growth.

Leadership begins with the core administration team. The principal and assistant principal strive to establish communication, collaboration and transparency with the Saint Raymond School community and staff. This has been crucial in creating a climate and culture firmly founded on trust and empowerment. The goal of the administrators is to transform teachers into leaders not only within the school building, but also, within the field of education. Teachers at Saint Raymond School take the initiative to expand their knowledge within their field of expertise, gather resources for the school, and form relationships within the Mount Prospect community and surrounding areas.

Building a school vision and establishing goals are the guiding principles of Saint Raymond School's plan to meet and exceed expectations each year. We encourage a productive school culture. The leadership of the school has high expectations and helps teachers meet and exceed those expectations through professional development and individualized support.

While the leadership anchors the school and provides direction for the staff, teacher-leaders are the foundation of Saint Raymond School, working cooperatively with their colleagues to enhance and develop a team approach to a well-rounded curriculum.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

At Saint Raymond School, the Social Emotional Learning (SEL) program brings together parents, teachers, and administrators to empower students to navigate the changes and challenges in their lives, especially those that may interfere with their learning. The SEL program teaches life skills that encourage students to be successful in the classroom and to develop positive coping methods. This program builds students' ability to have positive interactions with their peers, teachers, and family members as they achieve confidence in their emotional and social behaviors. In the 21st Century, social-emotional awareness is vital and the SEL program at Saint Raymond School has been instrumental to Saint Raymond School's academic success. The school social worker teaches SEL lessons to grades 1-5 one time each month and meets with junior high students one time per week for a trimester. Outside of these formal class lessons, the social worker provides short-term counseling for students experiencing a major life crisis, provides small-group counseling to all levels of students, and supports teachers as they guide students within their academic courses.

The SEL program strives to meet many of the Common Core goals, including developing self-awareness and self-management skills to achieve school and life success, using social-awareness and interpersonal skills to establish and maintain positive relationships, and utilizing decision-making skills and responsible behaviors in personal, school, and community contexts. Additionally, the SEL program provides structured workshops for parents to attend each trimester that focus on helping anxious children, social responsibility, and parental involvement in the adolescent years. These workshops help bridge the teachings within the classroom to the parental guidance at home. Additionally, for parents who cannot attend the workshops on site, the social worker sends home a monthly newsletter providing suggestions and advice for parents seeking SEL support. Topics include how to address violence, media use, and drug or alcohol abuse. The SEL program, providing a safe and structured environment free of judgment to help all families, has been the most instrumental model of success at Saint Raymond School.

PART VII – NON-PUBLIC SCHOOL INFORMATION

1. Non-public school association(s): <u>   Catholic   </u>

    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>5930</u>
    (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2201</u>

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

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

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:** Aspire   **Grade:** 3
Edition/Publication Year: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	416
Number of students tested	32
Percent of total students tested	97
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math   **Test:** Aspire   **Grade:** 4
Edition/Publication Year: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
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
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	421
Number of students tested	55
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:**   6
Edition/Publication Year: 2018   **Publisher:**   ACT   **Scores are reported here as:**   Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	40
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	429
Number of students tested	48
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	431
Number of students tested	46
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	416
Number of students tested	33
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
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
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	421
Number of students tested	55
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	424
Number of students tested	40
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	424
Number of students tested	48
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
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: 2018   **Publisher:** ACT   **Scores are reported here as:** Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	46
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: