

PART I – ELIGIBILITY CERTIFICATION

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 (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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	83	75	158
K	26	24	50
1	23	35	58
2	40	25	65
3	38	38	76
4	46	29	75
5	41	35	76
6	25	29	54
7	21	21	42
8	31	30	61
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	374	341	715

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 12 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 8 % 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: <1%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2017	715
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

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

7. Students eligible for free/reduced-priced meals: 1 %
Total number students who qualify: 4

8. Students receiving special education services: 9 %
65 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>6</u> Autism | <u>16</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>42</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>2</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: 16

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	4
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	39
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 18:1

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	95%	98%	98%	98%	98%
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 No

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

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

Focusing on critical thinking, problem solving, communication, and collaboration, SBPS develops the creators of tomorrow inspired by faith and informed with a global perspective.

PART III – SUMMARY

A neighborhood parish school was the dream of the German-Catholic families living on the north side of Chicago at the turn of the last century. Their dream became a reality in 1902. With the loving service of the School Sisters of St. Francis who staffed St. Benedict's Grammar School (SBGS), the parish school steadily grew, and thus began SBGS's legacy for Catholic academic excellence. For many decades to follow, SBGS thrived and the neighborhood was proudly coined, "St. Ben's."

In the late 1990's, SBGS received a tremendous financial gift that funded a new addition. This new addition allowed for the development of a robust early childhood program. Additional spaces for music, visual arts, and science allowed for SBGS to educate the whole child with active inquiry and creative process. The gift of this building inspired school leadership to create a contemporary mission, as well as new program offerings. In 2010, St. Benedict's Grammar School was proudly renamed St. Benedict Preparatory School (SBPS) to reflect this contemporary vision, where each student would receive personalized learning opportunities to achieve his or her potential.

With the new school vision as the framework, SBPS implemented an inclusion education philosophy using strategies of differentiated instruction and universal design in unit planning, teaching, and assessment. Additionally, teachers were trained how to integrate executive functioning skills into their classroom practices. The inclusion team supported students and teachers with specialized roles to personalize the learning experience for each student. To complement the focus on rigor and inclusion, in 2017, a full 1:1 laptop environment was implemented for grades 1-5, adding on to the existing 1:1 laptop environment for middle school grades 6-8. To ensure the needs of the whole child were met, the middle school revamped its schedule and course offerings, allowing for middle school students to choose electives in visual arts, performing arts, core subjects (science, social studies, math, etc.), as well as world languages (French and Spanish). Over the last decade, the school enrollment increased from 550 to 715 pre-K-8 students.

Today, over 90% of SBPS students are Catholic, and 80% of the families are parishioners of St. Benedict Church. SBPS draws from 32 different zip codes throughout the Chicago area, with 87% of the elementary school students coming from six zip codes immediately surrounding the school. The majority of SBPS parents are college-educated professionals who are generous with their time, talents, and treasure, partnering with the school to provide the best educational experience for the students.

One aspect of SBPS that sets it apart from other schools is its dedication to creating an inclusive environment. In addition to welcoming an urban population, diverse learners are supported no matter their learning gifts or challenges. A passion for learning inspires faculty to collaborate, creating an environment of academic rigor and individual expression in which each child is educated in a way that fosters and supports his or her unique abilities, talents, and sense of self-worth.

Lessons are tailored to provide learners with both strong foundational skills and the ability to creatively solve challenging and multifaceted, real-world problems. In order to support this goal, teachers work collaboratively to plan instruction and assessment which prepares students for the next steps in their individual learning journeys. Selected curriculum resources promote critical thinking, creative innovation, communication, and collaboration.

SBPS creates a joyful, but orderly school environment where students know the school procedures and demonstrate a care and pride for the school community. Positive behavior intervention systems are consistent schoolwide. At all grade levels, teachers dedicate time for social-emotional education, and each classroom is a safe place for students to take risks and build confidence. Flexible classroom furnishings allow students to work collaboratively and build peer rapport.

All students have daily opportunities for physical activities, both structured and unstructured. In addition to regular physical education classes, students have daily recess time, guided by principles that create safe, friendly, and bully-free play spaces. Teachers use physical brain-break strategies to ensure students have ample opportunities to move throughout the day. Finally, students in grades pre-K-8 participate in

intramural and interscholastic athletic programs: bitty sports for early childhood, instructional team sports for elementary students, and competitive sports programs for middle school students.

SBPS accepts and embraces its calling to promote peace and justice throughout the world. Progress towards this goal is achieved by educating students to value the dignity of each of God's creations and by serving others. Each year SBPS participates in Dignity Month, when each classroom focuses on advocating for the dignity of all. The school year concludes with a Dignity Peace Walk where community partners are honored with student-created signs of gratitude.

At St. Benedict Preparatory School, the strengths of each student become an inspiration to others to learn fearlessly, to lead responsibly, and to serve joyfully.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

SBPS believes that preparation for post-secondary success integrates the “seven c’s”: catholic, collaboration, communication, critical thinking, creativity, (rigorous and relevant) content, and confidence. Teacher unit plans integrate these seven core learner qualities along with the Archdiocese of Chicago (AOC) learning targets. The AOC curriculum is based on Common Core State Standards (CCSS) for English Language Arts, Reading, and Math; science is based on Next Generation Science Standards (NGSS). Students learn in a 1:1 laptop environment in grades 1-8. Portfolio assessment allows for problem-based, authentic assessments, while traditional formative and summative standardized assessments provide data to inform instruction.

Grades K-3 use a balanced literacy approach for teaching reading. Teachers ensure key components of shared reading, guided reading, read aloud, cloze reading, and word study are integrated in weekly unit plans. Lessons generally begin with a mini-lesson, then students rotate through work centers or individual work, concluding with a group meeting time for additional instruction or assessment. Teachers provide explicit reading instruction in small, leveled groups. Students access online resources with their laptops; these programs offer tailored instruction on reading skills and provide immediate feedback to students and teachers after the assessment is completed. Struggling readers are given extra reading support from the school reading specialist.

Teachers establish independent and instructional reading levels with formal benchmarking assessments and use informal running records throughout the year to determine changes in individual reading levels and small instructional groupings. Standardized interim and summative assessments inform unit and lesson planning. The results of these assessments help guide future class lessons and differentiated individual work.

For grades 4-8, learning targets focus on comprehension as well as literary elements appreciation. Teachers create thematic novel study units which center on an essential question. Novels are assigned according to the individual student’s readiness level, and teachers differentiate instruction based on a similar theme or topic. Teachers use individual, small group, and whole class instruction. Assessments include a balance of selected, constructed, and performance responses. Students use laptops for collaborative and individual projects, allowing them to develop proficiency with word-processing and digital presentation applications. Students also use online resources for personalized word study work.

SBPS desires all students to be effective communicators. At all grade levels, composition, listening, and speaking skills are integrated in core content areas. Students develop writing pieces using writer’s workshop. Writing learning targets focus on composition structures depending on purpose and audience, encouraging critical thinking and reflective revision. Students publish written work to student portfolios as well as share with the broader community through printed and online publications. Students are given opportunities to practice speaking skills at every grade level for a variety of audiences. These speaking opportunities build confidence, a key trait of successful learners. Students compose written work both in manuscript and digital print.

English grammar and mechanics are taught with traditional practice books and then reinforced in student writing. Student writing pieces are assessed with rubrics based on common writing conventions.

1b. Mathematics:

For grades K-4, math curriculum is based on CCSS. The math topics spiral in sequence, building on skills throughout the year. Students learn math concepts as well as math processes. Instruction fosters critical thinking and problem solving, in addition to computation and fact recall. Typically, the gradual release model of instruction is used, along with lessons where students explore math concepts with manipulatives or imagine math concepts from scratch. Students access online resources on their laptops; these resources

provide instruction, skills practice, and authentic application experiences.

Grades 5-8 math curriculum prepares students for success in high school math. Spiraled homework sheets simultaneously review previous skills while introducing students to new and complex mathematical concepts. Clearly worded learning targets are listed on assessments, so students understand competencies they need to demonstrate. Students explore math tasks in small and large group settings. While homogenous grouping is used to provide appropriate levels of challenge to students, mixed-ability grouping is used to provide different perspectives and mathematical approaches to problems. Guided notes are used throughout the mathematics program to build strong foundation of skills. Online resources provide skill practice for each student and are individually assigned by teachers based on skills students need to develop.

Models and manipulatives are used to help students develop a deeper understanding of math concepts. Students engage in activities to notice, ponder, create, and solve their own mathematical problems based on real world situations. A capstone experience for graduating 8th graders draws students out into the community to apply mathematical and analytical skills.

Traditional progress checks are administered as well as authentic assessments, where students apply math skills to real-world situations. Daily formative assessments, such as exit slips and checklists, guide teacher decisions on instruction plans for future lessons as well as small groups used for enrichment and remediation. Interim and summative standardized assessment data also inform lesson plans and small instructional groups.

1c. Science:

NGSS guide science units in grades K-8. Lessons integrate a hands-on inquiry approach whenever possible. High-interest content from online and hard copy resources are presented in various modalities such as visual, tactile, or audible. Science problems provide authentic challenges relevant to the child (e.g. in physical science, to move a child's bike up on a curb, use an incline plane). Students have opportunities to experiment in spaces designed for collaboration and scientific inquiry. In grades 3-5, students participate in the Young Inventors Fair, where projects are based on real-world problems for them to explore (e.g. build a new interactive game using the laws of physics).

Middle school science is presented with spiraling topics integrating more subject complexity. Topics include earth science, plate tectonics, weather, life science, genetics, physical science, and astronomy. Middle school electives include robotics, scientific investigations, bioengineering, and parasitology. These grade levels use problem-based inquiry science as well, with problem solving, data collection, data analysis, claim-evidence-reasoning writing, scientific method, and engineering design procedures. Outside resources are also provided, including current scientific research.

Instructional approaches help prepare the budding scientist with a combination of direct instruction, hands-on activities, labs, significant amounts of group work and discussion, as well as student presentations. In addition, assessments may be written based on lab activities or claim-evidence-reasoning to explain concepts and conclusions. Projects and authentic portfolio assessments are used in all grades. Interim and summative standardized tests also provide teachers additional data on student achievement in science.

At all grade levels, the following interventions are utilized and have been successful in reaching learners in this content area: extended time, guided notes, modified learning targets, extra tutoring, and tiered reading articles.

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

The SBPS social studies framework integrates the National Curriculum for Social Studies Standards published by the National Council for the Social Studies. The curriculum approach includes essential questions for exploration, as well as prescribes key knowledge concepts, skills, and products that ultimately allow students to demonstrate understanding.

SBPS students in grades K-5 explore concepts of citizenship, society, and communities. Information is presented in various modalities, and students record their learning in an interactive notebook with graphic organizer formats. With that information, students are guided to form conclusions and insights about social studies concepts. Opportunities for creative and authentic assessments allow students to demonstrate mastery of skills and key knowledge.

Grades 6-8 social studies integrates historical units of study from the beginning of civilization up to modern day history in the United States. Students practice an inquiry learning model through large and small group discussions. They also compose research papers and create digital presentations as culminating assessments. Instruction is differentiated by providing multiple presentation formats, as well as a variety of ways for students to demonstrate their gained knowledge. Students use laptops to access information, as well as create collaborative and individual projects. Teachers provide current event resources, and students practice making connections to the past and present.

In addition grades 6-8 students participate in Agora, a travel program where the world becomes the classroom. This social studies enrichment allows students to explore history related to a location, with students preparing all year for the ultimate week-long field trip. Sixth graders discover the diverse neighborhoods and history of Chicago; seventh graders learn about Illinois history with a journey to the state's capital, Springfield; eighth graders explore early-American history with a trip to Washington D.C. and Philadelphia. Students are assigned a specific topic and present on the topic when at the actual location.

At all grade levels, the following interventions are utilized and have been successful in reaching learners in this content area: extended time, guided notes, modified learning targets, extra tutoring, and tiered reading articles.

1e. For secondary schools:

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

The SBPS pre-K curriculum is aligned with Illinois early learning standards. Students develop social, emotional, physical, and intellectual skills in order to arrive at kindergarten ready to learn. Additional enrichment includes music appreciation, Spanish, and physical education. Communal lunchtime provides pre-K students with the opportunity to explore healthy eating habits, practice socialization skills, and develop fine motor skills. Pre-K students engage in digital-free problem-solving STEM activities in the Wonder Lab. SBPS pre-K students are well prepared in pre-literacy skills as demonstrated by SBPS kindergarten assessments. They are also assessed through observation and anecdotal reports. Pre-K students engage in portfolio reflection and goal setting concepts.

2. Other Curriculum Areas:

SBPS offers many opportunities for students to explore the creative process through the arts and enrichment courses. Students in grades K-5 participate in music classes three days a week for one trimester. Participating in vocal music promotes confidence and creative innovation. The Orff method allows students to learn musical concepts through student composition and collaborative performance. Starting in grade one, students may elect to join an optional strings class. Band is offered for grades 4-8. Strings, band, choir, drama, and dance are electives offered in middle school. Over 180 SBPS students participate in the band and strings programs.

The SBPS visual arts program fosters appreciation of the visual arts, as well as the creative process using various media. Students also learn about important artists and artwork. In the early developing years, students gain fine motor skills through many of the art activities. Students partake in hands-on creative experiences and many students have their artwork on display around the school. In the spring, most students are featured in the annual art show. Students in grades K-5 attend art class three days a week for one trimester. Students in grades 6-8 may choose fine art or digital art as a daily trimester elective.

All pre-K-8 students have physical education two times per week. SBPS uses the Illinois State Learning Standards for physical education. In grades K-5 there is a focus on movement skills, physical fitness, team building, health promotion, problem solving, communication and decision-making skills. In grades 6-8, units of study include team sports and wellness activities. SBPS students learn physical education concepts through a student-centered approach with an emphasis on team sports and fitness-wellness activities. Students use the assessment of fitness testing to analyze student physical improvement. With this data gathered throughout the year, students monitor health-related fitness components and may reflect on personal growth demonstrated with the student data.

SBPS students have world language study at least two days per week. Spanish is offered for grades pre-K-8. French is offered as an alternative to Spanish for grades 4-8. Approximately 30% of eligible students have elected to take French. The overarching goal of the SBPS world language program is for each student to be able to communicate confidently in the language of study at the appropriate level for the grade. Students gradually build a vast vocabulary base and a practical, conversational knowledge of the language. Teachers utilize a variety of assessments including oral and written assignments. Students use their laptops to practice vocabulary through engaging games and to create videos that demonstrate their speaking abilities. Students are assessed on all four modes of language: listening, speaking, reading, and writing.

In the STEM lab students are encouraged to think like engineers. With each project students use the engineering design process to find solutions to challenges and problems posed to them. This means that they identify a problem, brainstorm solutions, plan/design, test, and when necessary redesign/rebuild and test again. Students in grades K-5 attend STEM classes three times a week for one trimester. Middle school students may choose STEM electives like robotics or communication arts. This year approximately 30% of eligible students have chosen robotics as one of their electives. The STEM teacher also partners with general education teachers to provide year-long STEM activities that connect with core subject units.

SBPS houses two libraries with a library science certified instructor. The campus librarian instills a love of reading, shares a broad knowledge of authors, and provides resources for academic and personal interests. Students in K-5 visit the library once a week for the entire year. Students in grades 6-8 may visit the library as personally desired.

Although most digital application practice is integrated with general education subjects, there are additional media arts options at SBPS in the middle school curriculum. A digital video recording studio is accessible for students to create video projects for classes. Computer science is offered as an elective for middle school students to learn about the structure and mechanisms of how computers function.

Students in sixth grade take a “Bengal Prep” course two days a week for one trimester. This course teaches young adolescents executive functioning skills needed to be a successful learner. Executive function strategies and techniques are taught with a curriculum from Rush University NeuroBehavioral Center. Topics include classroom structure, materials management, time management, study strategies, goal setting, decision making, and learning strengths.

3. Special Populations:

SBPS is committed to inclusion and meeting the needs of diverse learners. General education teachers working in partnership with inclusion facilitators provide the framework for each child to access the general education curriculum.

General education teachers implement an inclusion classroom through proper unit planning, effective teaching strategies, and collaboration with other educators. The SBPS unit plan format used by teachers is based off of Patrick Schwartz’s model for differentiation of instruction. Teachers plan for differentiation in conjunction with universal design principles. This format leads teachers to determine what learning targets ALL students need to learn, what MOST students will learn, and what SOME students will learn. This approach to unit planning guides teachers to provide learning opportunities to typical students as well as those who need enrichment or remediation. The unit design template also allows for teachers to plan for

various modalities of representation. Teachers intentionally plan as grade level or subject area teams, ensuring that this approach to differentiation is found in all SBPS classrooms.

Teachers also create an inclusive school when they collaborate with other educators beyond their grade level. The Response To Intervention (RTI) process has been successful in supporting students and identifying remediation strategies for teachers to employ. General educators collaborate with their peers when data or observations show that a student is at risk for failure. RTI teams suggest research-based interventions, and may help with conducting the direct interventions. After a period of attempts, data is analyzed and determinations are made if the intervention worked, or if further intervention is needed.

The SBPS inclusion program also supports students who have identified learning disabilities or need to be evaluated for learning disabilities. SBPS has a team of three inclusion facilitators who are special education teachers. The inclusion facilitators support students who have specific learning needs that require accommodations or modifications. Throughout each grade level, inclusion facilitators provide push-in support and testing accommodations for students in whole group, small group, or one-on-one settings. The level of support varies depending on the needs of the students. In addition, the inclusion facilitators regularly collaborate with teachers and parents to ensure student progress throughout the year.

The inclusion team manages confidential information throughout evaluations and creates appropriate plans that identify accommodations and modifications to use in the classroom. These plans provide the framework on how to support the student in the classroom. Additionally, inclusion facilitators coordinate various outside specialists who provide supplemental services to students. These third party providers include speech pathologists, occupational therapists, tutors, special education teachers, behavioral therapists, doctors, etc. SBPS inclusion education uses a team approach to ensure student success.

In addition to inclusion facilitators, SBPS also has a reading specialist on staff. The reading specialist supports emerging readers in grades K-3, with the idea that early intervention will help with growth in reading skills. Additionally, the reading specialist provides professional training and coaching to reading teachers.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

SBPS creates a culture that celebrates academic achievement, Catholic values, and the gifts and talents of each student. SBPS students are taught to recognize and respect the dignity of all people, first showing respect for oneself, and then for others.

SBPS students are reflective learners. Each student maintains a portfolio of academic work that shows growth or mastery. Students reflect on their learning, self-assessing their product before the teacher completes the corresponding assessment rubric. With this reflection, students take ownership of their learning and build capacity to set and accomplish goals.

In order to create a positive learning environment, SBPS uses the Positive Behavioral Intervention and Supports (PBIS) model. Students benefit from a consistent and positive environment, as they strive to be respectful, ready, responsible, and safe. Elementary students are recognized as “Benny’s Best” for showing consistent positive behavior or significant growth in a personal area. The middle school acknowledges positive behaviors with a merit system, which recognizes students who model the school mission to learn fearlessly, serve joyfully, and lead responsibly.

Classroom teachers incorporate social-emotional learning intentionally in the daily class schedule. For example, the intermediate grade teams form weekly student groups specifically targeting social-emotional concepts known as “Feeling Fine Time.” Students create a list of concerns or observations that they notice in their classrooms or school. From there, mini-lessons are created based off of these observations. Mini-lessons include showing and modeling self-awareness, recognizing facial expressions, and responding to a student’s request for help.

As indicated in the annual year-end survey, a majority of SBPS faculty feel supported by administration. Administrators maintain open lines of communication with all school employees. Faculty and staff are given time to reflect on school accomplishments and challenges, and given opportunities to share feedback with administrators in various formats (e.g. team, individual, survey). Teachers are invited to present on professional topics to their peers or community, building a culture of life-long learners among the faculty. Also appreciated by teachers are the simple tokens of gratitude, such as staff spirit shirts and Spirit Wear (jeans) Fridays. An active Faculty Life committee organizes potlucks, gift exchanges, and the Employee of the Month campaign where employees are nominated by co-workers. The Home and School Association (HSA) leads efforts to honor teachers through awarding teacher grants, stocking the lounge with snacks, and hosting a full month of teacher appreciation activities. These gifts of gratitude demonstrate that teachers are appreciated for the important role they play.

2. Engaging Families and Community:

The success of SBPS is made possible by the strong community of supportive stakeholders who champion the educational growth of the students. Effective communication is a key strategy for engaging the community. Each school year, SBPS sends out a survey to the school community to learn of both successes and areas needing improvement. The annual report is published in the fall, and a State of the School document is shared in the spring. Feedback from parent surveys is featured in these two publications. Overwhelmingly, parents agree that communication from the school is timely and informative. This includes the “Buzz,” a weekly, electronic newsletter that outlines upcoming events, and also gives information on policy decisions and important matters of the school. The Buzz is also used to celebrate successes of students, parents, and other community members as it relates to school programs and goals.

Teachers play a valuable role in creating a strong community. Teachers partner with parents in educating students, therefore teachers keep two-way communication open via email, weekly grade-specific newsletters, and postings on school communication portals. Parent-teacher conferences, held mid-trimester, allow teachers and parents to assist struggling students well in advance of the end of the marking period.

SBPS creates opportunities for parents to build positive relationships with each other and the school. The school administration hosts parent coffees where school improvements, plans, and achievements are shared. The HSA offers parent education workshops and social events that nurture parent and community relationships. The HSA hosts 24 events and manages 580 parent volunteers, generating over 10,000 volunteer hours each school year.

SBPS also celebrates student accomplishments with concerts, performances, and academic fairs. The SBPS orchestra and choir perform at both Christmas and spring concerts. The SBPS drama club performs plays for the community. Students showcase innovative learning at the Young Inventors Fair, Curriculum Night, and Portfolio Night.

Through partnership with St. Benedict Parish, SBPS students and families are involved in a variety of events that benefit the community including holiday meals for the homeless, food drives, outreach service for elderly neighbors, and sponsoring community-building events such as outdoor festivals and a holiday craft fair.

SBPS partners with colleges and universities to enhance student learning. SBPS is a professional development partner with Loyola University. Professors from Loyola University are available to offer professional development to faculty. In turn, SBPS faculty mentor student interns from Loyola, which allows the SBPS faculty to reflect and improve their own practice. SBPS also recently partnered with DeVry University to improve its technology infrastructure. Through this partnership, SBPS was able to create a future-ready IT system and is now fully capable of delivering the resources needed to support a 1:1 laptop environment.

3. Professional Development:

The approach to professional development at SBPS focuses on the whole teacher, recognizing that successful educators need to develop a wide range of capacities which reflect the multi-faceted responsibilities related to the profession. In order to meet the needs of the whole teacher, the SBPS approach is collaborative, reflective, and ongoing.

A reflective approach is an essential component of individualized teacher professional development, while collectively working on school improvement goals. Administrators and teacher teams review data gathered from standardized and classroom assessments to determine areas of strength and areas in need of improvement. With this information, school improvement goals and educator training topics are decided. For example, after reflecting on reading test scores, SBPS decided to hire a reading specialist to support teacher reading instruction. In grade level teams, teachers made adjustments to their unit planning and reading comprehension strategies. Individual teachers also received personalized coaching in the classroom. As a result of these changes, students show improved growth in reading achievement compared to last year's cohort.

Administrators and teachers use Charlotte Danielson's Framework for Teaching with a corresponding interactive computer program to conduct teacher observations and evaluations. Administrators regularly meet with teachers to share classroom observation insights and discuss further areas for growth. These discussions are based on reflective practice and personal goal setting.

Professional development at SBPS is also collaborative. Teachers are encouraged to attend workshops in teacher teams so they have a shared learning experience. Administrators provide teacher teams release time to review workshop content and integrate components into their classrooms. Teachers collaborate by providing mini-workshops for each other on areas that align with school improvement goals. In addition to grade level partnership, SBPS teachers also engage in content area collaboration. For example, writing teachers designed an assessment rubric for expository writing, used it to assess student writing pieces, and then joined together afterwards to reflect on the rubric's effectiveness. Ultimately, these professional discussions on teaching and assessing writing, led SBPS to improve standardized test scores from "close" to "ready" on the 2017 ACT Aspire Assessment results.

Professional development at SBPS is ongoing. In addition to dedicating 10 full days to professional development each school year, the school calendar also provides for 90 minutes of professional development each Tuesday. Administrators assign professional development topics, activities, and tasks on these Tuesdays based on professional development needs. Teams of teachers are given time to plan, implement, share, and evaluate their professional learnings according to school improvement goals. Further, school administration hires substitute teachers so that teacher teams have release time for peer-coaching, peer-observation, school visitations, and collaborative professional work.

4. School Leadership:

The head of parish school (HOPS) is the head school administrator who ensures the mission of the school is protected and championed in all aspects of the program. The current HOPS achieves this through a distributive leadership model by creating teams of individuals with different skillsets and experiences to address school improvement goals. These teams work toward a shared mission to inspire and sustain a schoolwide culture of learning and excellence. Leadership teams are comprised of many teachers and other stakeholders, so there are many perspectives represented in their decisions.

The HOPS bases mission-driving decisions on what is best for students. Stakeholders are invited to provide input as well as share talents to help the school reach its goals. Challenges and conflicts are resolved while preserving the dignity and respect of all parties. Students, parents, and employees are valued members of the community who are treated equally and compassionately.

SBPS benefits from an administrative team who shares the same leadership philosophy. In addition to the HOPS, there is a head of upper school and a head of lower school. These assistant administrators focus on specific grade level needs of students, faculty, and families. The head of lower school oversees daily operations for grades pre-K-3. The head of upper school oversees grades 4-8. The director of inclusion leads the inclusion program grades pre-K-8. The director of technology ensures the school's technology infrastructure is operating in a manner that supports teacher instruction and student learning.

Teachers are part of this distributive leadership model as well. Each grade level has a unit lead who meets with administration on a regular basis. Teachers lead academic committees which benefit student learning. The school improvement leadership team (SILT) is a diverse group of professionals including community members, administrators, and educators. The SILT meets monthly to explore broad school vision topics and recently contributed input on the model and tools selected for the school's 1:1 technology initiative. Teachers of SILT were invited to tour other schools employing effective practices. With this collaborative experience, the decision for the school's 1:1 program was well-informed and addressed the needs of SBPS students.

The school advisory board plays an active leadership role in the school community. The school advisory board meets monthly with the school administration team and provides governance over school operations in an advisory capacity.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

"Our passion is the best possible you." This SBPS tagline reflects the mindset of inclusion education, which has been the most instrumental practice to the school's success. The SBPS community believes that each student has the right to learn in a caring community where the dignity of each person is valued. Faculty, staff, students, and parents are educated regularly on the school's inclusion philosophy.

Each year during teacher orientation, the faculty revisits inclusion principles and learns new ways to build inclusive classrooms. Teacher teams meet regularly throughout the year to share strategies on how to best educate diverse learners. Inclusion facilitators meet with individual students and their parents to explain how students may advocate for their unique learning needs. SBPS hosts "Inclusion Parent Coffees" to allow parents of students with special needs to share experiences and strategies for home support. Athletic coaches are taught to welcome student athletes of all abilities on their teams and are expected to honor the learning needs of each team member. The school advisory board integrates inclusion education into annual school goals. The SBPS community shares in the promotion, implementation, and evaluation of the inclusion philosophy. Thus, inclusion has become truly interwoven in the fabric of the whole school program, from academic programs to extra-curricular programs to governance. Due to the collaborative efforts of stakeholders to support the inclusion philosophy, SBPS has achieved consistent academic success in all content areas as demonstrated through standardized test scores and student portfolios.

With SBPS's inclusion education, all students are provided opportunities to develop their gifts and know they are valued members of the community. In general education classes, teachers use strategies to address various student learning modalities and present content in engaging ways where all students have access to learning targets. Additionally, elective and enrichment courses in fine arts, performing arts, and core content areas provide all students a variety of opportunities to achieve and succeed. Student achievements are celebrated during assemblies, concerts, physical contests, and academic fairs. SBPS uses these opportunities to demonstrate that each student has something positive to contribute to the broader community. The inclusion education program has done more than just increase standardized test scores. Since the adoption of inclusion, student discipline reports have decreased and student surveys report an increase in school experience satisfaction.

SBPS is a transformed school community based on Catholic social justice principles that provide the foundation for its inclusion philosophy. Meeting the unique educational needs of all students through inclusion education is the hallmark of SBPS.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? \$8510
(School budget divided by enrollment)

4. What is the average financial aid per student? \$220

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

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

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	416
Number of students tested	77
Percent of total students tested	98.72
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	420
Number of students tested	78
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	423
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	427
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	431
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:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	415
Number of students tested	77
Percent of total students tested	98.72
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	419
Number of students tested	78
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	423
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	423
Number of students tested	40
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	425
Number of students tested	61
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: ACT Aspire
Publisher: ACT, Inc.

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	426
Number of students tested	35
Percent of total students tested	87.5
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: