

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Stephanie Stoneberg  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Prince Of Peace School  
(As it should appear in the official records)

School Mailing Address 135 S. Milwaukee Avenue  
(If address is P.O. Box, also include street address.)

City Lake Villa State IL Zip Code+4 (9 digits total) 60046-8550

County Lake

Telephone (847) 356-6111 Fax (847) 356-6121

Web site/URL https://school.princeofpeaceilv.org/ E-mail sstoneberg@princeofpeaceilv.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Greg Richmond E-mail grichmond@archchicago.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago School District Tel. (312) 534-5295

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 Mr. Andrew Stapelton  
(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, leave .blank*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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

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Data should be provided for current school year (2020-2021) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 0 TOTAL

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	15	4	19
K	16	10	26
1	15	10	25
2	10	11	21
3	10	15	25
4	13	12	25
5	12	12	24
6	15	9	24
7	14	14	28
8	16	6	22
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	136	103	239

\*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
  - 3 % Asian
  - 3 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 87 % White
  - 3 % 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 2019 - 2020 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2019	272
(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):

Spanish, Polish

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

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 6

8. Students receiving special education services: 5 %

13 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>1</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>9</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>3</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	10
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	97%	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 2020.

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

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

Yes  No

If yes, select the year in which your school received the award. 2014

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

Prince of Peace Roman Catholic School provides a values-based education that nurtures respect for all and fosters academic excellence and faith development.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Parents were given a choice of face to face learning or remote classes. The 85% of families selected the face to face option. All safety guidelines including temperatures taken at arrival, frequent handwashing, social distancing and cohort limitations have been successfully implemented. Only one two week quarantine was needed out of an abundance of caution over exposure to a majority of students. Student attendance has been very good. Students in remote learning are part of the active class situation all day.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III - SUMMARY**

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"Prince of Peace Roman Catholic School (POP) provides a values-based education that nurtures respect for all and fosters academic excellence and faith development." This mission statement is lived in a strong parish community that combines academic excellence with opportunities for every student from three-year-old preschool through eighth grade to reach their personal potential.

Located in Lake Villa, IL, POP has served the community for more than 63 years, enrolling 237 students with diverse backgrounds from a variety of socio-economic backgrounds and living in six zip codes.

Parental involvement is an important component. Families share time/talents to keep the school community strong and engaged. New families are paired with established families to answer questions and create community. Before COVID-19, parents volunteered as lunch monitors, coaches, event chairpersons, room parents, and chaperones.

Effective communication is essential. Weekly POP News E-mail keeps families updated. Email blasts are sent for information that needs immediate attention, such as COVID-19 updates. The school website and social media engages all families. Weekly parish bulletin articles update parishioners and families regarding students' spiritual and educational experiences. Local businesses support POP, especially through monthly dinner nights in which restaurants contribute a percentage of sales to the school.

POP is accredited by the Illinois State Board of Education (ISBE), AdVanced ED, and is a member of the Archdiocese of Chicago and NCEA. The small teaching staff combines veteran and newer teachers who create a unified program across grade levels and curricular areas. The teachers implement both state and Archdiocesan standards to provide students with a 21st century curriculum, incorporating skills and strategies to prepare them for high school and beyond.

The POP Redhawks participate in the Fox Valley Catholic Conference and field competitive teams in boys' and girls' volleyball, basketball, cross country and track. Due to COVID-19, competition is suspended.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

Prince of Peace (POP) began this school year with face-to-face learning and an option for remote learning, covering all options. Teachers needed to evaluate how students learned during their remote spring session, so they implemented the I-Ready program across the grade levels to measure/support reading and mathematics. The I-Ready program pinpoints specific skills and prerequisites (mastered and unmastered) and provides personalized learning paths for students. With the return to face-to-face instruction, this program helps gather needed information based on individual student needs. Grades are not given, but the program provides teachers with proper differentiated instruction.

Based on evaluation of Aspire test results, POP adopted a new curriculum series in language arts, math, social studies, and science that challenges students to critically think and reason. These series align with the Illinois State Standards for all areas. Curriculum spiraling throughout the grade levels allows teachers to reinforce and build on the previous year's skills. All curriculum programs have online components and assessments that can be shared with students via Google Classroom, allowing equal curriculum involvement with in-person and at-home students.

Google Meets is used for live instruction with at-home learners and concurrent instruction for face-to-face learners. All course work is assigned in Google Classroom. All lesson plans are accessible by parents, and the switch to at-home learning can occur at any time.

Primary grade teachers use whole group instruction followed by small differentiated groups and independent work. The middle grades include cooperative group projects with research presentations. Junior high uses interactive notes to integrate at-home and face-to-face learners. Differentiated assignments for math push/remediate while brain checks using QUIZZZ and exit tickets informally assess comprehension. Evidence-based answers in written/verbal responses and annotated note taking help students become independent learners. Struggling K-4 students receive small group instruction from the resource teacher who uses the Orton Gillingham multi-sensory program.

Reading assessments are more rigorous with the updated Savvas My View program, which is online, complements Google Classroom, and offers higher-level critical thinking resources. Formative assessments provide quick responses (thumbs up/down; answers on fingers). The upper grades use electronic assessments, providing immediate feedback. In Reading, evidence-based answers for short response and essay questions are required.

Upper grade curriculum pushes math and science. EnVision Math provides videos and interactive games that correlate with topics, further enriching the curriculum. POP exceeds the standards published by the Archdiocese of Chicago but are based on NGSS. Regular 8th grade students learn high school algebra, and advanced math classes in grades 6, 7 and 8 move rapidly and complete high school-level courses by graduation. Seventh grade science uses high school physical science while 8th grade uses high school life science. Science follows the 5E model: engage, explore, explain, evaluate and elaborate/enrich.

The updated social studies curriculum aligns to state standards, using project-based assessments and activities as well as online resources to enhance lessons and provide additional resources to struggling students. Students use evidence-based answers to respond and incorporate short essays as well to show comprehension of ideas. Team projects are used to foster cooperation and organizational skills.

POP graduates who attend Catholic and public high schools consistently place into honors and AP classes for math, language arts, science, social studies, and foreign languages. Alumni often return and explain how well prepared they are for high school classes.

#### **1a. For secondary schools (middle and/or high school grades):**



## **1b. For schools that offer preschool for three- and/or four-year old students:**

Preschool curriculum introduces school routines and social skills as well as pre-reading, math, science, social studies, and handwriting skills. Each child completes a daily journal entry relating to the theme of the week. Students draw what they are thinking, and the teacher records exactly what they say. Towards the end of the year, students begin writing the words themselves. The children find their own names every day to check attendance. There is a special daily student helper who brings a favorite item from home based on a monthly theme (book, stuffed animal, song).

To meet the challenges posed by COVID-19, many changes to the daily routine were incorporated to prioritize student safety. Every child has individual bins for manipulatives for counting, science activities, and fine motor skills. Individual supply bins and book bins are provided. Sensory items (such as individual bins of play-dough) are provided for each student.

Each student sits on a personalized foam mat during circle time. Fewer toys are available in the classroom, and they are rotated and sanitized. The children have Google email accounts that parents monitor. They use Google Classroom and Calendar to communicate information.

The preschool teacher meets with the kindergarten and first grade teachers regularly to ensure goals are aligned. Archdiocesan standards assist these faculty in forming a team. Weekly faculty meetings provide the whole picture of educational goals for all faculty.

POP preschoolers have more letter knowledge when they reach kindergarten. They are already comfortable with the school environment, the teachers and students. They also have friends from preschool who are with them in kindergarten and subsequent grades. Pre-COVID, preschool students were paired with 4th grade buddies so they had an older student that they already knew well in the school.

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

1. Arts support essential skills that provide a well-rounded education. POP's comprehensive program includes art and music. Art classes meet weekly, focusing on "Elements of Art" and incorporating famous artists and their works. Students create projects using these various styles/methods/media. Pre-COVID, every student helped create art installations in the school entryway, showing them that cooperation yields beauty. Other pre-COVID programs included art shows and fine arts concerts highlighting students' accomplishments. K-8 students meet with the music teacher weekly. Pre-COVID, students sang, learned recorders (3rd-4th) and box drums (8th). Currently, music classes include individual skills: drum rhythms, major/minor notes and creating computer-generated songs. COVID adaptations include teachers traveling to each cohort to minimize exposure. Fine Arts Festival will be virtual and all school projects have been adapted into cohort projects. Normal programming in both areas will resume post-COVID.

2. Physical education is important because students learn better when they can stretch their bodies and minds. K-8 students have biweekly gym class focusing on team and individual sports, building and strengthening life skills. Because gym classes take place in a large, updated gymnasium, POP can continue its physical education program while meeting safety regulations during COVID. Student squads are at least 6 ft. apart and individual activities (running/stretching) are highlighted. Modified team sports (lacrosse, frisbee golf, etc.) teach important skills while staying distant and safe. The main objectives are to promote participation, sportsmanship, cooperation and teamwork to strengthen students' physical, emotional, and social well-being.

In 2019, the school built (via community build) a safe playground that includes equipment such as a fitness structure and Jax web that accommodates PK-8th grades, allowing students the daily opportunity, pre-COVID, to exert physical energy while having fun.

3. The Spanish curriculum includes weekly classes for elementary students and biweekly classes for junior high students. Classes focus on speaking/reading Spanish and learning about their culture. Students are taught vocabulary, numbers, and verbs, which give students a language foundation when they attend high

school.

4. Technology is a critical and integral resource in today's learning. Since POP's 2014 Blue Ribbon, infrastructure has been updated to support the increased number of school-wide devices on the network. The entire faculty attended the 2016 Google Midwestern Summit to learn how to use technology more effectively, which became a strong foundation when the school moved to remote learning in March 2020. In 2018, POP moved to 1:1 Chromebook for students in grades 4-8, and in 2019, third grade received Chromebooks. The integration was completed in 2020. In fall 2020, Google Classroom was adopted as the school-wide platform for instruction.

5. POP offers a range of unique, age-appropriate and balanced after-school opportunities in addition to a formal athletic program. While suspended due to COVID, these include rocket club, garden club, coding classes, chess club, drama club, running club, yearbook club, school choir, altar server program, band, engineering classes, art classes, and scouting. The Lego Robotics team has grown since its founding in 2011 when they won the national championship. The school now sponsors eight First League Lego Robotics teams at three levels. Pre-COVID, the POP teams presented at several First LEGO League competitions, placing in the top 10 at state. Clubs will return post-COVID.

### **3. Academic Supports:**

POP understands that students learn at different paces, and it is the school's responsibility to help them succeed. I-Ready has personalized instruction in areas where students need reinforcement or a challenge.

High-performing math students in grades K-5 are challenged by teachers who use online resources to create personalized practice lessons and differentiated instruction. Students at grade level are given extra reinforcement in daily practice sheets, which use a variety of math concepts to keep them fresh. For students performing below level in math, classroom teachers give differentiated instruction and use technology as a resource to practice skills that have not been mastered. The Accelerated Math class in grades 6-8 provides students the opportunity to move at a faster pace as it is geared towards students who have demonstrated that they are exceeding expectations (on standardized test scores) in their math learning and have a strong work ethic to move at a faster pace. (High test scores alone are not sufficient to be placed in this section.) These students are more motivated and engaged in the learning process because they can keep moving forward without pausing to allow other students to catch up. Typically, these students are placed in higher level math classes when they enter high school.

For students performing below grade level in reading, POP provides online resources through various textbooks and supplemental programs. Students in K-4 who need additional ELA support meet with the school's full-time resource teacher either one-one-one in-person or online via Google Meets. Instruction is driven by students' needs based on the initial AIMSweb (1st-4th), Brigance (K), and ISEL (1st grade) assessments in the fall. During RTI Tier 2 pull-out groups, the Orton Gillingham (OG) approach is followed to teach language arts skills, which is a structured, multisensory approach to phonemic awareness and reading. Instruction also is driven by specific grade-level curriculum being taught in the classroom setting. Close communication with grade level teachers allows for adaptations to meet students' changing learning needs.

The resource teacher has adapted the OG program to use online with at-home learners, using technology such as Google slides, YouTube, and Epic!, as well as created take-home learning bags to safely support each student at home with many of the same multi-sensory materials used in class.

Prospective students are tested more broadly (often including math now) to ensure they are ready for POP. All K-4 students are formally tested three times per year, in reading fluency and/or

phonics, and OG assessments as well as running records are kept to monitor students throughout each trimester, as needed.

As a private school, POP does not have students with severe special educational needs. Classroom teachers work with resource teachers to service the needs of students with special learning requirements.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

In spring, the faculty worked conscientiously to generate solutions through creative brainstorming, adherence to best practices and commitment to effective communication, maintaining a laser focus on the well-being of PK-8 students. In the fall, POP families were provided the options of in-person or e-learning, which required greater technology and ongoing staff training. Through the extraordinary generosity of amazing educators, POP continues to rise above the obstacles and achieve productive solutions.

Prince of Peace (POP) has remained steadfast in its mission of providing academic excellence as the best education to prepare students for high school, college, and career readiness. Faculty use large group, small group, and individual projects (e.g., book reports, research projects, Science Fair, Invention Convention, Colonial Days, International Days) to prepare students for the future. Working individually and in group settings are important lifelong skills that develop self-discipline, character, team building, and flexibility, in addition to the skills of research, reading, understanding, writing, and presenting to peers.

In the spring, both students and parents were nervous because neither was overly familiar with Google Classroom nor learning outside of the classroom. Online learning/teaching was somewhat new to teachers as well. But no one ever knew because faculty were professional and optimistic, putting a positive, adventure-like spin on an extremely overwhelming task. The workload teachers prepared and sent was enough to keep students engaged but not overwhelmed. Teachers found clear, concise videos to enhance teaching new topics and included creative art projects and music in their assignments. They added encouraging notes to classroom assignments. Faculty made the daunting tasks manageable and significantly reduced students' stress/worry. Students could be calm and open-minded, allowing them to grasp new concepts and successfully maneuver through the spring trimester. The teachers encouraged students to message/email them questions. They were patient and provided responses/extra help as needed. Many teachers took morning meetings online by instituting weekly Zoom calls where the kids could connect and discuss their feelings. POP's teachers went over and above to ensure that each student felt safe and able to learn.

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

From the family viewpoint, POP provides excellent communication. The Principal is transparent, especially about anything COVID-related. In addition to the weekly newsletter, many teachers send home class-wide weekly updates. Information about individual students is sent via email, text, or phone call. Parents know that they can email questions to a teacher and receive a prompt response, which speaks to the faculty's professionalism.

The community plays an important role in POP's success. They support the school by donating to fundraisers, publishing press releases in the local news/media outlets, and attending school-sponsored events, and assisting with the parish/school's annual rummage sale. Their support directly benefits students. POP's rummage sale provides much-needed, gently-used furniture, clothing, and more to those members in need. Also, many older students work during the sale, giving them a strong understanding of service based on charity, humility, and love. Additionally, POP supports the local community through a range of service projects, presenting the student body with firsthand experience in providing service to others.

In the past five years, community members have established three scholarship funds to assist families in affording tuition. The Patrick and Betty Henry scholarship for leadership, the Maddox LoPriore Scholarship for student participation, and the Bonnie Brown scholarship for financial need. The goal is to make POP's education available to as many community members as possible while supporting the mission of academic excellence.

The School Advisory Board (SAB) stresses communication via social media channels, especially the school website and Facebook. The majority of school families use social media, which is a good follow-up or secondary way of getting information in front of POP families, parishioners, and local community. As a side

benefit, the school's presence on social media is a positive marketing strategy. It shows the community that POP is active and relevant, even during the pandemic.

A secondary function of SAB is to assist with fundraising. The school continues to host family dinner nights as well as online (socially distant) fundraisers such as Scentsy, Tastefully Simple, breast cancer spirit wear, and poinsettia sales. The annual Turkey Trot went virtual and raised more than twice the previous years' totals. Since COVID, POP has hosted two online auctions, and SAB's fundraising subcommittee is discussing/looking into other ways to raise money.

### **3. Creating Professional Culture:**

The faculty is the school's strongest asset. Professional development is planned by the Archdiocese as well as the local community. Teachers attended the 2018 NCEA national convention in Chicago and were able to select workshops that met their particular interests/needs. Teachers receive a yearly stipend of \$1,200 to attend outside workshops that they feel will benefit their professional growth. This is critical because of the vast expanse of experience as well as having only one teacher per grade. Weekly faculty meetings provide an opportunity to share insights and questions. Veterans are able to communicate their experiences and newer teachers are able to share updated methods and ideas. The respect for each other is visible and models what is expected of the students.

During the transition to remote learning, the teachers supported each other. Many teachers depended upon family and friends for support in learning new techniques on YouTube and other media, but their colleagues were their cheerleaders and support system as the spring progressed. They presented a united face to the families, which helped the educational program.

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

POP school leaders make responsible choices to protect health/safety and focus on finding creative solutions to achieve optimal learning for students. The school has found that extraordinary daily heroes lead and serve at POP. Although the world is in the midst of an uncertain time, POP school is experiencing an uplifting lesson in the fundamental goodness and resiliency of its staff and families.

Leadership and teamwork are critical in making a small school work well. It takes a village to truly educate the students. The Principal and Assistant Principal diligently build rapport, involve and support the staff, and seek solutions with faculty. Following guidelines established by the Archdiocese, the Principal provides faculty with the resources and training needed to achieve the mission of the school. Continual faculty evaluation through the Danielson method allows teachers to update and improve their skills. Curriculum series are periodically evaluated by a team that helps faculty participate in decision making. Additionally, the feedback from the I-Ready program and the Aspire test scores help faculty strengthen marginal areas.

SAB members serve as the eyes and ears of the school. They speak with parents of students at all grade levels as well as parishioners and community members (both in-person and on social media). They communicate positive feedback and assist with marketing the school in the community. If there are misunderstandings or miscommunications (especially on social media), they explain the school's mission factually and calmly. If a situation needs to be brought to an administrator's attention, it is communicated to the Principal with the perspective of problem solving.

Another way SAB continues to strive for excellence is through the School Improvement Plan (SIP), which breaks down important topics such as marketing, fundraising, technology, and security. Each committee meets outside the monthly board meetings to help the school stay relevant, safe and viable. They produce action plans with current and future items to discuss and tackle.

SAB members/parents are pleased with how the school is handling COVID-19 precautions. They see how hard the teachers/staff work throughout the day, beginning with in-car temperature checks and hand sanitizer distribution. At pick up, they see the teachers/staff working together seamlessly to deliver students back to their cars safely via the pickup line. During the school day, they know the teachers remain diligent. New

procedures (mask, cohort, specials, and restroom) are designed for maximum safety. The teachers' positive attitudes help students adapt to these new procedures successfully.

## **5. Culturally Responsive Teaching and Learning:**

Respect for everyone is an expectation modeled by the Principal and staff. Students are held accountable and conflict resolution is taught to solve problems. POP has increased the staff to employ a full-time learning resource teacher. This faculty member works closely with students daily in the primary grades to strengthen basic reading and math skills. Her organized approach to RTI tiers makes it possible for students to improve and be successful. She coordinates with upper grade classroom teachers to address any curriculum needs by demonstrating different learning styles and providing resources to help each student succeed. She collaborates with other faculty to aid them in their presentations. As for physically challenged students, the classroom doors are handicap-accessible, and the updated facility has a ramp as well as an elevator, allowing students to traverse the school safely and confidently. Additionally, there are no stairs to get into the church or school.

POP is a suburban school that has some diversity but is not involved in any of the social unrest seen in Kenosha or Chicago this summer. The school strives to teach respect for all people and their viewpoints. Different ethnic backgrounds make the school richer and stronger. Learning about a classmate's culture provides a wider world view, and these differences serve to make students better citizens of the world. Classroom teachers discuss social movements on an age-appropriate, personal level and answer questions confidentially, helping students feel safe. The school also participates in Pinwheels for Peace, which provides a wonderful forum for teachers to discuss current events and how peace plays an important role. POP has prayer services to send support and to provide understanding about difficult current events and social movements. Finally, an open door policy allows students to speak either privately or in a group setting with faculty/staff about anything impacting them and/or their families.

POP encourages students to share their cultural heritage. Cooking demonstrations, class presentations, book discussions, and more spotlight other viewpoints or experiences. International Day is researched and prepared annually by the Sixth Grade. Each student researches a different nation and presents their nation to the school body. The students prepare food items, wear cultural costumes and bring in various items (money, artifacts, etc.) that represent their chosen countries. This increases awareness of global issues.

Diversity issues also are discussed within the context of literature from other countries and current stories of the nation. Social issues are discussed within individual classes at age-appropriate levels, allowing students to express their ideas while creating an informed conscience and becoming better citizens.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Flexibility is the cornerstone of success during these challenging times. By being flexible, POP continues educating students successfully, both in-person and through remote learning. Parents and students feel safe knowing they can switch to remote learning if needed. A common fear when the pandemic hit was that the quality of POP's education would decrease. However, students are even better prepared and supported academically. Faculty modeled a "one day at a time" strategy with schoolwork and COVID-19 stressors (masks, missing out on events, etc.), making life much more manageable and allowing students to remain calm and open to getting through the pandemic safely while learning both curriculum-related information and important life lessons.

Flexibility continues to be modeled heroically by the faculty/staff. The motto of the teachers is "Love the children first, then teach them." The school community is a family, regardless of changes, challenges or restrictions. POP learned during COVID that by facing these challenges together, maintaining a focus on the well-being of PK-8 students, all will succeed. Teachers desire to educate the WHOLE child, which is accomplished by setting high academic standards while focusing on students' social and emotional development.

Faculty/staff work together with a level of respect toward both professional and personal relationships. They put their hearts, souls, and minds into the students and their families, showing genuine concern for their academic, personal, and spiritual well-being. Their support of each other, as they learned new techniques and shared ideas about remote teaching, while presenting a calm, positive attitude, made the learning environment appear seamless. Students know that they are loved, and this is extremely important to POP's success as a school community. The teachers focus on creating a strong emotional and spiritual foundation first. From that basis, they provide rigorous academic expectations based on student ability. Students trust the faculty/staff to hold their hearts, nurture their souls, and challenge them to academic heights.

POP has a wonderful sense of community. The teachers want the best for students in every way. The parents are caring and supportive of the school. That sense of family and concern for students helps teachers reach their students' academic best. POP is a model school with a strong foundation, traditions, academic rigor, and keen awareness for the socio-emotional needs of each student. The school provides constant support, encouragement, and love for students while setting high expectations personally, academically, and emotionally.

## **PART VII - NON-PUBLIC SCHOOL INFORMATION**

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

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

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

3. What is the educational cost per student?      \$5370  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$1323

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      13%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      15%



## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

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*Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)<sup>1</sup>. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup<sup>2</sup> in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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<sup>1</sup> Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

<sup>2</sup> Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

<sup>3</sup> Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)