

**U.S. Department of Education**  
**2022 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. Ann Marie Riordan  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Christ The King Elementary School  
(As it should appear in the official records)

School Mailing Address 9240 S Hoyne Avenue  
(If address is P.O. Box, also include street address.)

City Chicago State IL Zip Code+4 (9 digits total) 60643-6303

County IL

Telephone (773) 779-3329 Fax (773) 238-4963

Web site/URL https://parish.ckchicago.org E-mail amriordan@ck-school.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\* Mr. Gregory Richmond E-mail grichmond@archchicago.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago Tel. (312) 534-8200

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Josie Singler  
(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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. . For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	38	25	63
K	21	20	41
1	20	18	38
2	11	21	32
3	17	17	34
4	18	15	33
5	17	21	38
6	15	17	32
7	18	21	39
8	19	12	31
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	194	187	381

\*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
  - 0 % Asian
  - 17 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 73 % White
  - 2 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 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, 2020 until the end of the 2020-2021 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(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, 2020	363
(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):

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

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 6

8. Students receiving special education services 14 %

With an IEP or 504: 54 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>1</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>25</u> Other Health Impaired                |
| <u>2</u> Developmental Delay     | <u>13</u> Specific Learning Disability         |
| <u>7</u> Emotional Disturbance   | <u>8</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: 8

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.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
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 17:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	89%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<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.

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

We cultivate a faith-based learning community where everyone is valued by listening with empathy, developing strong relationships, acknowledging and respecting the perspectives of others, and acting with wonder and kindness.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://4.files.edl.io/fb05/08/28/21/231219-863c238d-4569-49fb-862b-06b59ea29549.pdf>

Page 5 of the Parent-Student Handbook:

POLICY ES 130.1

Archdiocesan schools admit students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students in these schools. Archdiocesan schools do not discriminate on the basis of gender, race, color or national and ethnic origin in administration of educational policies, loan programs, athletic or other school administered programs.

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

## **PART III – SCHOOL OVERVIEW**

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Christ the King School (CK) is nestled on the far southwest side of Chicago in the historic Beverly Hills neighborhood. A diverse mixture of blue- and white-collar families living in old brick homes, surrounded by 100-year old oak trees, gives Beverly a small-town feel. Multiple generations of families make their home here, creating a unique and enduring legacy. Knowing neighbors, in some cases for decades and over generations, creates a sense of safety and community. Children can be seen walking to school together, riding bikes to a nearby park for soccer practice, and meeting up with family and friends - a throwback to simpler times. This strong community connection and a shared faith attracts new families and brings alumni back to CK to raise their children. Of the 381 students that attend CK, 92 of them have a parent or grandparent who attended CK, and 13 are third-generation students.

While the school has a solid 84-year history of excellence, a change in administration in the church and school seven years ago infused new energy into CK. Without delay, the new administration set out to secure the future success of Christ the King. An extensive capital campaign was launched and raised the necessary funds to update the entire facility, enhance security, and increase capacity. The project's first phase included installing a new HVAC system and modern LED lighting that replaced outdated systems, and a large-scale construction project was completed in the summer of 2020. The project included adding a secure entry system and renovating unusable space in the former convent. The result created two new kindergarten classrooms, a new preschool room, a new art room, a new music room, a state-of-the-art library, a new office space, and an elevator.

Over the past eight years, CK's enrollment has increased steadily, with an over 35% increase. While 75% of students live in the neighborhood, the school is a destination for students from other neighborhoods. The small class sizes, academic rigor, differentiated instruction, extracurricular activities, and welcoming, faith-filled atmosphere are factors families cite for choosing CK. Christ the King provides a challenging curriculum that exceeds grade-level standards, and our graduates attend and excel at their first-choice high schools.

Three years ago, CK proudly implemented a one-to-one technology program, with 4th-8th graders using touchscreen Chromebooks and Kindergarten-3rd graders using iPads to assist and advance instruction. CK added a Spanish language program to the curriculum for students in 4th-8th grades utilizing this new technology. The Lucy Calkins Units of Study was adopted to increase students' writing skills. For students needing extra help, four resource teachers support students in the classroom and pull-out learning spaces. CK is currently expanding services for advanced learners. The "What I Need to Succeed" program (WIN) was started for 5th-8th graders this year. WIN aims to help students receive extra support and help with missing assignments or with studying to improve low grades. WIN to Succeed takes place from 3:00-4:00 pm on Mondays, Wednesdays, and Thursdays in the school library. This spring, the school is launching its inaugural Student Ambassador Program for interested students in 6th-8th grades. This program will focus on developing leadership skills.

CK's solid athletic tradition allows students to participate in football, soccer, basketball, volleyball, golf, and a running club. Having regular gym classes and daily recess prioritizes exercise and necessary breaks for the children. Students participate in weekly art and music classes, and choir and Irish dancing are offered after school. Our 5th-8th graders put on a yearly musical that rivals the quality of many high school productions. Nearly 95% of students participate in all aspects of this impressive theatrical production.

Rooted in the Catholic faith, Christ the King fosters a faith-filled life in service to all. Older grades plan service projects to benefit various charities, and all students are encouraged to participate in parish-sponsored volunteer events, including food drives, shelter outreach, and a house build. Older students pair with younger students to assist at lunch, recess, and weekly mass, building relationships across age levels. The full-time counselor meets with students weekly to focus on character building, reinforcing positive values, and supporting emotional well-being through the Second Step social-emotional curriculum. After extensive training, the school has embraced responsive classrooms and restorative practices, just another layer of support for the social-emotional needs of students and staff.

Intentional communication keeps families and supportive parishioners informed of activities and accomplishments. Faculty members regularly update the school's Facebook and Twitter feeds and applications like Remind or Class Dojo to stay in touch with parents. Paper consumption was reduced by sending communication electronically with the weekly Principal Newsletter emails and Virtual BaCKpaCK, a website page containing all announcements and upcoming events. While the global pandemic has presented challenges the education world could not have predicted, CK has faced these obstacles successfully because of the programs and equipment planning already in place, coupled with the support of a fantastic community of parents and parishioners. CK's motto is to "Dream Big," an acronym for a recipe for success: Determination, Respect, Effort, Accountability, Mindfulness, and Believing In God! After daily prayers and Pledge of Allegiance, students are reminded to Dream Big, setting the intentions for the day to help students develop to their full potential academically, spiritually, emotionally, socially, and culturally.

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

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

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

CK believes there are multiple learning paths. Technology and human connection keep students engaged. Following Archdiocesan and Common Core State Standards, dedicated teachers provide innovative instruction, nine of whom have been nominated for the Golden Apple Award! Walk down the hallways of CK, and no two classrooms look alike. Students are engaged using interactive ViewSonic boards, collaborating in group discussions on the floor, at tables, and in halls. The content/process/product is varied to meet the learning needs of students best. Classes utilize cooperative learning, differentiated instruction, flexible seating, technology, flipped classrooms, and STEAM (Science, Technology, Engineering, Art, and Mathematics). Walk down the hallways at CK, and no two classrooms look alike. Some students are in the same room, working on the same topic, but using different materials and approaches to help them understand the content. Resource teachers use a push-in/pull-out model and provide support to both students and staff to ensure meeting the needs of all students. Resource teachers work directly with identified and non-identified students, allowing the classroom teacher time to devote to students needing extra support. The co-teaching model allows seamless instruction and support for students at every level. Science experiments and math challenges are happening daily, Google Classroom assignments, independent and partner reading, and assessments in many forms. Faculty participated in a year-long study of practical formative assessment and immediately used results to determine the next steps. Assessments vary as greatly as each student at CK! There are traditional tests and online assessments (some with an engaging, gaming feel), exit slips, individual student/teacher conferences, projects, presentations, and recorded book chats. STEAM lessons engage children in every grade, and each year student outcomes are more impressive than the last as they apply previously-learned strategies to newly presented problems.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

CK's curriculum creates lifelong readers. All grades follow the Book Whisperer philosophy of Donalyn Miller: students should choose what they read and be given lots of time to do so! The skills targeted in K-8 instruction include comprehension, theme, main idea, decoding, fluency, inferencing, and content and character analysis through all literary genres. In kindergarten through 3rd grades, Fountas and Pinnell benchmark individual reading levels drive instruction. The primary grades utilize the Daily 5 literacy model to support learning in each critical area: Reading to Self, Work on Writing, Reading to Someone, Listening to Reading, and Word Work. This time allows teachers time to meet with guided reading groups, in which students are placed according to their instructional reading levels. Grades K-8 use iReady assessments to monitor student growth from the fall to winter to spring to tailor instruction. iReady also personalizes online instruction with lessons aligned to each student based on individual growth and development. Interactive notebooks are another way for students to practice material independently and respond with their unique thoughts. Grades 4-8 utilize Readers' Workshop to create independent readers who demonstrate ownership and flexibility.

Students in k-4th grades use Words Their Way (WTW), a researched word study program to develop spelling and reading skills. Students understand word origins and patterns, allowing them to increase their vocabulary repertoire constantly. Categorizing and identifying patterns is the cornerstone of the Words Their Way program. Students stay with their WTW lists as long as necessary to demonstrate mastery and provide differentiation. Students in grades 5th-8th use Sadlier Vocabulary Workshop to enhance vocabulary mastery. Teacher-created games and challenges for vocabulary practice, such as Vocabulary Survivor Island, Vegas Vocab, and Vocabulary Bootcamp, keep motivation and engagement high with these friendly competitions!

The entire school embraces the Lucy Calkins Units of Study in Writing (UoS), a research-based writer's workshop model, recognizing the importance of fostering written expression skills to prepare students for a

lifetime of success. The UoS consists of four units covering different types of writing and includes a cross-curricular research project for grades 3-8. Concrete, achievable goals allow students to monitor their growth and celebrate their successes. Teaching succinct, precise writing prepares our students for post-elementary school courses and scholarship opportunities.

The primary grades use Michael Heggerty's Phonemic Awareness Program to strengthen grammar usage, sentence structure, and oral communication skills. Primary and intermediate students use Simple Solutions, a spiraling curriculum that reinforces grammar concepts and prepares children for standardized test-taking. Students practice and refine their grammar skills using No Red Ink, an interactive online tool. Cross-curricular assessments include research papers in science and nonfiction informational and narrative writing in social studies. Students learn and utilize APA and MLA formatting in preparation for high school. Formative writing assessments are completed in Google Docs and submitted through Google Classroom.

### **1c. Mathematics curriculum content, instruction, and assessment:**

Students in K-8 use the Big Ideas Math Curriculum for scope and sequence and assessments, from kindergarten through 8th grade, including Pre-Algebra and Algebra. Big Ideas provides a consistent path from grade to grade on a learning continuum. Many instructional approaches are used when teaching math, including direct instruction, small group reteaching, group practice, and individual work, both with technology and paper resources. The Archdiocesan and Common Core benchmarks allow teachers to utilize outside resources to support instruction, such as Dynamath, the Magic of Math, Freckle, and Khan Academy. Formative and summative assessments enable student growth to be monitored, and the results promote critical thinking skills that are applied to real-life situations. Students are engaged through lessons, practice, scavenger hunts, math games, and project-based assessments. Primary and intermediate teachers use the My Math program, ISBE Live Binders, and math centers to individualize instruction. Students in kindergarten through 5th grades use Simple Solutions, a spiraling review program, to reinforce and constantly revisit math skills and concepts. Resource teachers support students on a Student Support Plan (SSP) and provide reteaching, modifications, accommodations, and reviews. A math resource aide is present to assist students during each math class in junior high.

Manipulatives and hands-on experiences are the norm for the primary grades to help students understand number sense. Cubes, chips, blocks, dot paint, and pop-it fidgets for counting are examples of the manipulatives commonly used in the primary grades for instructional practice. ViewSonic interactive boards are tools used in K-8 classrooms and work interactively with student Chromebooks and iPads. The Big Ideas Math program has online resources and instructional videos to support students (and parents!) outside of school.

iReady diagnostic results pave the way for the next steps both for the teacher and student. Individual lessons are provided sequentially to each student to build upon their strengths and reinforce areas of weakness. Students are engaged in iReady because of the gaming, child-friendly presentation, and the ability to gauge their progress and achievements. iReady also provides the teacher with immediate, formative assessment data, allowing maximum lesson planning flexibility. Classes have trimester challenges using the number of minutes individual students practice math on iReady.

Teachers believe that making math relevant and fun is the most effective way to decrease the stress associated with math. That is why hand-on projects, such as graphing coordinates on a neighborhood map, are used. Teachers plan engaging ideas, such as a March Madness math competition, PI Day, and Monday Night Math challenges. They also incorporate math into everyday life, such as challenging students to line up in a specific order according to a math challenge (i.e., take the day you were born and multiply it by 5, then line up in order from least to greatest). Teachers also engage students in everyday math through multiplication wars, Measuring Day (dressing up as construction workers and measuring things throughout the school, songs, and more!

### **1d. Science curriculum content, instruction, and assessment:**

Christ the King's science curriculum is aligned with the Next Generation Science Standards. Grades K-6 use Mystery Science, an online, interactive program that provides videos, literature, and experimental investigations to increase knowledge of the science around us. Students are challenged to "think like a scientist" and explore their curiosity. Students in 3rd grade are meteorologists and track daily weather, often having their weather artwork shared on ABC7 Chicago morning news. 4th grade does a deep-dive study into agriculture, bringing farming to life in the classroom with a vertical garden. Students grow various vegetables and monitor growth to identify factors that result in a successful harvest. Mold growth and its environmental impact are studied by the students in 5th grade. Junior high students use resources such as Pearson/Prentice Hall textbooks, American Chemical Society education resources, and PhET interactive simulations for math and science from the University of Colorado to drive the hands-on curriculum. Junior high students investigate science concepts through experimentation, including dissection, decomposing water, and building circuits. Students in 8th grade participate in a live mystery event, which is cross-curricular with a mystery unit in reading. Students analyze forensic data and follow a script to discover who committed the crime (it is always one of the students, they just do not know who!). Lab equipment, which includes microscopes, graduated cylinders, triple beam balances, metric rulers, electrolysis, alcohol burners, beakers, test tubes, enhances the learning experience during science and paves the way for continued learning in high school. Year after year, alumni and parents report how incredibly well-prepared students are for high school science!

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

Christ the King's social studies program is grounded in the Illinois Social Studies Standards. The curriculum focuses on family, community, citizenship, geography, national symbols, holidays, and world and US history. Scholastic's weekly Time for Kids magazines and McGraw Hill's We Live Together provide engaging non-fiction stories that teach history lessons. Other curricular resources include Glencoe/ McGraw Hill textbooks, Journey Across Time and The American Journey, Flocabulary, and Quizlet. Students fulfill the federal and state constitution test requirements in 7th grade social studies class.

Students study biographies of presidents and famous African Americans as early as first grade. Students critically think about history through a variety of assessments such as debates and essays. Junior high focuses on making history come alive through interactive lessons showing history as a continuum. Students learn through virtual reality experiences using Nearpod, a tool with interactive lessons. Junior high students are engaged in historical simulations, such as the industrial revolution. Unbeknownst to students on a planned day, they enter a factory setting in 1800's America (really, their classroom). The windows are open (making the class cold), and loud factory sounds are blaring from the speakers. Students are reminded that they are the only family members able to find work, so they cannot lose their jobs! The assembly line work waiting for them is fast-paced, and the boss is cranky and mean. Several students are "fired" and escorted off the assembly line. After the simulation, the class discusses the stress felt with these working conditions and connected to that period of time.

The Climate and Culture Committee, comprised of parents and staff members, plans activities and provides resources for staff and students as they study important events and people in history (i.e., Hispanic Heritage Month, International Day of Persons with Disabilities, Black History Month, Women's History Month).

#### **1f. For secondary schools:**

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

The preschool program at Christ the King School prepares students for life-long learning through social-emotional and academic development and growth in a play-based environment. Preschool is the first time children are introduced to school routines and structures, where they first learn how to be students. God's Little Explorers curriculum guides them as they first learn classroom routines. This program teaches how God is in our lives and connects these values through learning the alphabet and pre-reading skills. Additionally, the preschool program uses The Big Day curriculum, which allows students to choose their

learning path through creative expression. In preschool, emergent math, social studies, science, and handwriting skills are introduced. Students learn how to read their names, and emergent writing skills are taught by having students draw a story while a staff member scribes the text. By the end of 4-year old preschool, students write their own stories using phonetic spelling. Learning is also supplemented with Scholastic's Let's Find Out magazine.

Preschoolers visit the specials classes each week, just like the students in kindergarten through 8th grade. These classes include physical education, computers, art, library, and music. Learning the foundations of these classes, traveling throughout the school, and getting to know a variety of faculty members empowers these young children to learn with confidence. Field trips (outside of COVID) are part of the preschool experience at CK. Weather permitting, students enjoy exploration time outside each day.

Backward curriculum mapping ensures that the skills necessary for kindergarten are mastered before leaving preschool. Collaboration between preschool and kindergarten teachers allows for proper preparation for the youngest students to succeed in their future learning years. A yearly review of data points from each grade level identifies areas that need strengthening, from preschool through 8th grade.

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

Christ the King School is proud to offer a variety of "specials" classes to students in all grades that enrich the curriculum and foster a positive climate.

Students learn art history and the elements of art and design using various media in the art studio. Art is taught to each grade for 45 minutes weekly, using the National Core Art Standards as the roadmap. Plans for a graphic art curriculum are underway for the next school year.

CK offers a comprehensive music program structured in the Orff and Dalcroze methods. Weekly music classes are provided, and an optional choir program is offered as an extracurricular activity. Primary students focus on exploration and creating music through songs, movement, and basic instruments such as rhythm sticks. Grades 3-5 perform and improvise music while increasing their skills with written notation and ear training. Students learn the recorder, mallet, and vocal techniques to identify and codify music symbols and concepts. Grades 6-8 have units in advanced Orff and Dalcroze methods, class guitar, and a comprehensive music history course that spans the ancient Greeks to the present.

Physical Education (PE) provides challenges that promote physical, cognitive, and emotional well-being. Activities support the acquisition of sport and game concepts, coordination, motor skills, teamwork, and good sportsmanship for 40 minutes weekly. Instruction includes curriculum benchmarks, the President's Physical Fitness Training, and health curricula. Students may also participate in extracurricular sports, including soccer, basketball, volleyball, football, golf, and running.

Students in grades 4-8 participate in a 40-minute Spanish class each week, working 15-20 minutes on online Spanish activities to ensure continuous reinforcement of the lessons on days they do not meet with the teacher. Students develop vocabulary, grammar, reading, writing, listening, and speaking skills while also learning about the cultures and traditions of Spanish-speaking countries.

Technology is integrated throughout the curriculum at all grade levels, including MacBooks, iPads, Chromebooks, ViewSonic boards, and document cameras. Each student in grades K-3 has their own iPad, while students in grades 4-8 have a touchscreen Chromebook. These tools improve understanding, encourage inquiry, differentiate instruction, and develop organizational skills. Students in grades 3-8 utilize Google Classroom, apps, and Gmail within our organization daily both in school and out, creating a fluidity between school and home. CK also maintains a technology lab with a technology teacher who provides instruction on netiquette, online safety, Google apps, coding, and research skills.

In library class, students learn about literature and authors and borrow books. The full-time librarian is developing plans to offer a triple, spiraling curriculum that includes research skills, study skills, and test-taking strategies.

All students learn the Catholic tradition. Preparation for sacraments and learning to be of service to others are curricular topics.

The full-time, certified school counselor supports teachers, students, and parents. The counselor meets with students individually, in small groups, as a class, or as a grade level. Individual and group sessions provide tools to help students successfully manage their lives as healthy, responsible, and competent citizens. Lessons from the Second Step Social-Emotional Program teach students empathy, compassion, character education, decision making, conflict management, and prevention.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Christ the King faculty is committed to identifying students' instructional levels to maximize academic growth. Formative assessment allows teachers to monitor student understanding to modify instruction accordingly. Gone are the days of writing out detailed, week-long lesson plans that could be derailed after a single day, whether students struggle to understand or quickly master the content. Teachers now have a blueprint of what they need to teach and have the flexibility to modify the length of time and depth of instruction based on their students' needs. This knowledge allows teachers to differentiate so that learning is maximized.

Christ the King has a Student Advocacy Team (SAT) that consists of the principal, four resource teachers, the counselor, a teacher representative from the primary, intermediate, and junior high grades, and the Director of Student Advocacy. The SAT meets weekly to identify struggling students and plan interventions for 6-week periods. If adequate progress is not met, the team considers the need for evaluation.

Students who perform below grade level but are not identified with special education needs require reteaching, re-engagement, and reinforcement to master content. Small class sizes allow staff to give each child what he/she needs, to get students to grade level.

#### **3b. Students performing above grade level:**

Students who perform above grade level are given special consideration for their learning needs. Grades 6-8 are divided into either Gray or Maroon (school colors) groups. Students performing at grade level or slightly below are in the Gray group, and students performing at the higher-average level or above are in the Maroon group. These determinations are made using a variety of data points, including classroom performance and iReady diagnostic results. The purpose of dividing students into these groups is to teach students at their academic instructional level, optimizing their opportunity for growth.

Students in grade 5 use chapter pretests in math to identify students who have mastered concepts and are ready for more challenging work. The results make their groupings fluid and allow students to be challenged when needed or given more support.

The iReady assessment, given to all students in kindergarten through 8th grade, provides tailored lessons after each diagnostic examination. This personalized approach allows high-performing students to be appropriately challenged at their exact levels.

This school year, the staff is being trained on administering the Cognitive Abilities Test (cogAT) to identify student reasoning and problem-solving skills. This assessment, set to be used in the 2022-2023 school year, identifies gifted learners. Teachers at CK are committed to correctly identifying these students and learning the best possible ways to instruct them, maximizing each child's potential. Professional development is planned with a gifted education consultant as CK ventures into exciting new territory in instruction.

#### **3c. Special education:**

Christ the King is very proud of its inclusive environment and diverse student population. CK meets the needs of students with learning challenges through professional development, special education faculty, differentiated instruction, and curricular materials and modifications. Currently, 14% of CK students are identified with special needs, including developmental delays, specific learning disabilities, dyslexia, autism, speech/language delay impairment, emotional disturbances, and other health impairments.

The school has four special education resource teachers who support students who demonstrate academic struggles and require interventions or are on Student Support Plans (SSP). These students are identified through either local public school evaluations or private neuropsychological testing. The resource teachers work directly with students in the general education classroom or a smaller setting. Resource teachers make modifications or accommodations as appropriate, chunk material, create and administer modified tests, create study guides, and assist with executive function deficits. Academic updates are provided to parents each trimester to communicate progress.

Title IIA and Title IV funding allow CK to improve special education instruction through professional development. CK utilizes every resource available, including speech therapists and learning specialists, through proportionate share. Certified special education teachers through Catapult Learning who support students on plans through the public school funding provide reinforcement of foundational skills. The school also welcomes a private therapist certified in the Orton Gillingham approach specializing in dyslexia that individual families fund to work with students within the school setting.

**3d. English Language Learners, if a special program or intervention is offered:**

**3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

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

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

Building relationships is the cornerstone of the Christ the King school and parish. Knowing the value that the parents and parish put on community, CK embraced the approaches of responsive classrooms and restorative practices. The effects of this approach are palpable in all areas of the school. Each classroom begins the day with a morning meeting, setting the tone and intentions for the day. These meetings build community amongst classmates and give each student a voice. Peace circles provide a forum for conflict resolution and can include as few as three people and as many as an entire class. The purpose of these circles is to identify the harm that has been done, allow feelings to be shared, and for a solution to be collaboratively reached. Often, these resolutions are revisited at morning meetings as a means of reinforcement.

All around CK, students and staff alike are reminded to "DREAM BIG," an acronym for a recipe for success: Determination, Respect, Effort, Accountability, Mindfulness, and Believing In God! The school culture is a community grounded in kindness, knowing that when students feel safe and cared for in the school environment, their success is catapulted. Students are given opportunities to build relationships outside of the classrooms, enriching their CK experience. Kindergarteners and 8th graders are "buddies," sitting together during our weekly school masses or working on special projects. First and third grade students take turns reading to each other monthly. Having a community of diverse learners results in a diverse curriculum. Small class sizes provide opportunities for hands-on learning and one-on-one interaction with the teacher. Additionally, the student council plans activities to unite all students. Whether it is a pep rally, service projects, spirit days, or parties, students of all ages come together to enjoy one another and this outstanding school.

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

An engaged community is the heart of Christ the King! The hugely successful capital campaign was the result of the entire CK community. While these efforts were launched for infrastructure improvements, the changes ultimately improved the educational experience at CK. A before and aftercare program called MAACK (Mornings and Afterschool at CK) was created to allow more families the option to enroll their children in CK. CK shares news and successes of current and past students with parents, alumni, and community members on its Facebook page, website, local newspapers, Twitter, Power School, and Instagram. Both principal and pastor author weekly newsletters. Students participate in service projects, including Feed My Starving Children, the Fiat Lux parish service projects, sponsoring food and candy drives, and providing meals for Pro Labore Dei, a nearby mission. CK partners with St. Vincent DePaul, an inner-city parish, to provide food and clothing for its members. In non-pandemic times, CK sponsors Little Eagles, a program open to all community members for children birth to 3 years old, designed to foster relationships with parents and children. CK sponsors the Little Tykes basketball program, which is open to Kindergarten through third grade students from surrounding schools. CK offers a theatre production that welcomes local grammar schools to view the performances. Many alumni return to direct, provide vocal coaching, and design costumes and the set. Our alumni are also active in the community, returning to attend class reunions, volunteering at the school, and settling in the community. CK offers special masses for junior high students, teen masses for all local high school students, and student-led weekly masses. These masses engage families more intimately and build the foundation for future commitment to the church.

Staff offer "Parent University" evenings, providing mini-sessions on topics of importance, both academic and social. CK teachers feel they are valued members of this community, and the support of our teachers reaches beyond the school walls. For the last 15 years, community members have organized a fundraiser called the Turkey Trot. During this community event, residents, including non-school families, open their homes the Saturday before Thanksgiving, and participants travel from house to house enjoying social interaction and friendship. The proceeds from this event are used to give each teacher a Christmas gift from the community, a unique way to show appreciation for their tireless commitment to the children of CK.

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

Six professional development days focusing solely on teacher improvement are scheduled throughout the school year. Topics this year focus entirely on responsive classrooms and restorative practices. The Academy of Urban School Leadership services provided this development for the staff. Each teacher is also provided a \$1,500 stipend for outside professional development, and upon returning from a session, the teacher is eager to share what was learned with colleagues. Each year, teachers focus on specific areas of improvement. These areas have included enhancing reading enjoyment for the students, improving writing skills, improving reading achievement, supporting students with dyslexia, and classroom management. Four consecutive summers, a teacher traveled to New York City to participate in the Lucy Calkins writing program professional development. This teacher then shared what she learned with her colleagues in a "train the trainer" approach, bringing the new skills to the entire group. The goal of all professional development is to promote student success and achievement.

Teachers are expected to attend monthly staff meetings. These meetings bring the staff together to discuss upcoming student activities, share successes, discuss concerns, and collaboratively offer feedback. Teachers meet with colleagues for vertical collaboration to ensure that curriculum and educational goals are aligned and ensure students enjoy a smooth transition from grade to grade. These meetings generate a cohesive approach and guarantee a consistent message among the faculty and staff regarding their interactions with students, parents, and the community.

The pandemic forced schools everywhere to pivot from "business as usual" to adapt to the changing circumstances. The social-emotional effects of remote learning and isolation were immeasurable, and Christ the King was committed to the well-being of its students and staff. The school closing canceled many events, but the administration was determined to provide positive alternatives. For example, when First Holy Communion was postponed for 2nd graders, the principal and pastor purchased mini-bundt cakes for each student, visited their home to deliver the treats, and said a special prayer for each child and family. Receiving class ribbons is a much-anticipated event for 8th graders, but once again, COVID forced the school to be creative with this event. The pastor and principal visited the home of every 8th grader to hand-deliver the ribbons and personalized graduation lawn signs. The pastor and principal delivered a full family meal to each faculty member during the stay-at-home order to show appreciation for staff.

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

The principal's leadership philosophy is that of a servant leader, a belief that serving is a calling and the role of a leader is to make those around her better. This approach is demonstrated with a simple greeting of each student by name every morning outside as students arrive at school, followed by good wishes as students are dismissed. The principal creates an environment where all students have the opportunity to learn and succeed in a safe and loving space. The principal collaborates with the parish pastor, ensuring that all parishioners are part of the school community. The pastor is a familiar and welcoming face to all our students. The collaboration between the principal and pastor forms a "united front," promoting harmony and goodwill throughout the community. Teachers are evaluated several times a year and offered valuable feedback to expand their skills. The principal believes that the better prepared and skilled the teachers are, the more satisfied and engaged they will be, which benefits the entire community. Many organizations have recognized the principal for her dedication and leadership to the community. She recently received The Crescent Moon Award of Excellence through the Phi Beta Sigma Fraternity, Inc. This honor is a humanitarian award for excellence in elementary education. She is also the recipient of the St. Thomas Aquinas award given by the Archdiocese of Chicago, recognizing excellence in academics, faithful discipleship, leadership and service, and embodying the spirit of St. Thomas Aquinas. Since she arrived at CK, our principal has led the charge to increase enrollment at the school, with 112 students, an over 35% increase, since 2014. Families are interested in CK because of the positive, rigorous educational atmosphere.

Increased enrollment can also be attributed to the expansion of the vibrant preschool program and the enrollment of new students living inside and outside the parish boundaries. The principal and pastor work hard to include valuable input from many stakeholders. Numerous committees take on projects and collaborate with the principal and pastor. The CK Foundation raises and invests funds that keep tuition

increases minimal and allows the school flexibility despite budget constraints. The School Advisory Board contributes to setting policy for the school. Parental participation through committees and parent-led groups ensures involvement in the school directly. All stakeholders work together collaboratively to enhance the educational experience of all students.

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

Working this year with the Academy of Urban School Leadership (AUSL) has expanded awareness and increased skills with working with a diverse population. AUSL has increased cultural awareness and helped identify ways to ensure equitable educational opportunities for all students. Additionally, an active Climate and Culture Committee fosters mutual respect and appreciation of differences and similarities across the student population. The committee plans and implements social and educational events and supports the school in preparing children for the opportunities and challenges of living in a diverse society. The committee is dedicated to ensuring the school upholds its standards as an inclusive and culturally responsive educational institution. Our goal is to be proactive and intentional about celebrating diversity and inclusion.

New this year is the addition of a Student Ambassador program for students in grades 6-8. Founded by the Director of Student Advocacy, this program was designed to develop students' leadership skills whose potential is untapped. This program trains students to be tour guides, teaching them how to speak to adults professionally, craft a respectful and complete email, make an excellent first impression, and how to conduct him/herself in a way that makes others take notice. The philosophy behind the program is to best position students for opportunities in high school and beyond.

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

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Without a doubt, Christ the King's success lies in its strong, unwavering legacy. The strong commitment this community has to CK is second to none! Generation after generation choose to move here, raise their families in the Beverly neighborhood, and send their children to Christ the King School. Currently, 31% of our student body had a parent attend Christ the King; nine students are third-generation CK students! The school works hard to keep the parish updated and involved. The incredible success of the CK2050 Capital Campaign, largely supported by parishioners who no longer have students at CK, demonstrates the loyalty the greater community has to our school and the desire to secure its future is undeniable!

This strong commitment to CK School is felt in every corner of our school. Our first day of school is a community event, with school parents, grandparents and neighbors lining the street in front of our building. Balloons adorn the entrances, music provides a celebratory atmosphere, and every staff member is outside smiling and welcoming all back for a brand new year. When the bell rings, a CK alumnus, current school parent and Chicago Police Officer leads students into the building playing the bagpipes. A back-to-school dinner is held the evening of the first day of school, a chance for children, families and neighbors alike to celebrate the start of school. Non-parent parishioners serve as greeters and provide name tags for all so that new families are recognized and welcomed. Grandparents Day is a full house, with standing room only as the day kicks off with morning mass. A large portion of financial support that CK enjoys is from non-parent neighbors, those who have experienced CK School, believe in its mission, and contribute to its future.

Each and every child at this school feels the community support of our neighborhood. This support has created an environment that belongs to all, is embraced by all, and our success is shared by all. The love that this neighborhood has for this school is second to none, and truly what powers this great educational institution!

## **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?      \$6049  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$312

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

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      100%

## 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)