U.S. Department of Education
2016 National Blue Ribbon Schools Program

[ ] Public or [X] Non-public

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

Name of Principal <u>Jennifer Heinze</u>

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

Official School Name <u>St. Paul Lutheran School</u>

(As it should appear in the official records)

School Mailing Address <u>18 South School Street</u>

(If address is P.O. Box, also include street address.)

City <u>Mt Prospect</u>   State <u>IL</u>   Zip Code+4 (9 digits total) <u>60056-3304</u>

County <u>Cook</u>

Telephone <u>(847) 255-6733</u>   Fax <u>(847) 255-6834</u>

Web site/URL <u>http://www.saint-paul.org/school/</u>   E-mail <u>jheinze@saint-paul.org</u>

Twitter Handle _____   Facebook Page <u>https://www.facebook.com/Saint-Paul-Lutheran-Church-School-57494204646/timeline/</u>   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

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*_____   E-mail _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>LCMS - Northern Illinois District</u>   Tel. <u>(708) 449-3020</u>

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

Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Michael Withey</u>

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date_____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.

3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.

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

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

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

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

                                             0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [X] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	31	36	67
K	12	11	23
1	9	7	16
2	9	10	19
3	14	10	24
4	10	12	22
5	10	6	16
6	13	10	23
7	12	13	25
8	7	8	15
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	127	123	250

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school: 3 % Asian
                                       1 % Black or African American
                                       5 % Hispanic or Latino
                                       0 % Native Hawaiian or Other Pacific Islander
                                      88 % 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 2014 – 2015 school year: 5%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2014 until the end of the 2014-2015 school year	7
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2014	247
(5) Total transferred students in row (3) divided by total students in row (4)	0.053
(6) Amount in row (5) multiplied by 100	5

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

   Specify each non-English language represented in the school (separate languages by commas):

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

   Total number students who qualify: 0

8. Students receiving special education services: <u>5</u> %

                                               <u>9</u> Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>12</u>

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

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>21:1</u>

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	99%	99%	98%	99%	99%
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 2015.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    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.

The educational philosophy of Saint Paul Lutheran School is to educate the whole child by providing experiences for each child to grow spiritually, aesthetically, emotionally, intellectually, physically, and socially.

PART III – SUMMARY

Saint Paul Lutheran School is located in the Village of Mount Prospect, Illinois, in suburban Chicago. With a diverse population of over 54,000, an excellent school system, and a strong retail and professional business base, Mount Prospect is vibrant, yet retains a sense of small town charm. Saint Paul School has been a place of academic distinction, providing a safe, nurturing Christian education since 1922. Building relationships, within the classroom and within the community, has always been a priority.

monetary and volunteer support to local community organizations, and use weekly offering money to fund charities of students' choice. These are just a few examples of the service-over-self culture at Saint Paul. We hold several community events including Intergenerational Reading Night, Family Fun nights, Grandparents' Day, Family Reading Night, sports tournaments, and early childhood events.

1. **Core Curriculum:**

Saint Paul curriculum is designed with the knowledge that our students will be transitioning to a college preparatory high school experience. Our curriculum, through the use of Illinois state and Common Core standards, ensures that students have comprehensive understanding of key concepts as well as the ability to apply knowledge to real world situations. We have embraced the core philosophy of depth over breadth for many years and are able to tailor our lessons to meet students' needs and to focus our attention on the individual student while providing an environment rich in Christian principles and values.

For the past two years, Saint Paul teachers have focused on improving our reading and writing program. Both use curriculum unit maps which provide a specific sequence for instructional strategies. Students in grades K-5 use Reading Wonders McGraw Hill curriculum. Interactive whole group lessons begin with an essential question on which the unit is focused. Direct instruction continues with a visual-kinesthetic approach to teaching vocabulary. This helps students remember and apply the vocabulary while reading. Early elementary students spend sixty minutes per day learning phonemic awareness, print awareness, phonics, and high-frequency words. These students also engage in supplemental reading activities for thirty minutes per day using Daily 5 principles of developing stamina as independent workers in the areas of writing, reading to self, reading to others, listening skills, and word work stations. Intermediate students spend about seventy-five minutes per day engaged in rigorous language arts activities in the areas of fluency, spelling, decoding, vocabulary, and reading comprehension. Students are placed into reading groups with differentiated text to meet their specific learning needs. They are assessed both informally and formally whereby allowing the groupings to be fluid as learning needs change. Students in Tier III receive instruction and re-teaching of basic skills with our special ed resource teacher. This curriculum has a rich technology component that allows students to practice reading, writing, spelling, and vocabulary skills independently on the iPad while at school or at home.

Junior High students have an eighty minute block of language arts daily that incorporates spelling, grammar, vocabulary, writing, and novel studies. Students are able to critically analyze literary elements such as author's purpose, theme, inference, opinion, and text structure.

Students in grades 3-8 incorporate Step Up to Writing curriculum. The focus of our curriculum is to promote clear, organized, and coherent writing within narrative, explanatory and persuasive text types. Students begin with foundational skills that build to more advanced proficiency in writing research reports.

In mathematics, our early learners in grades K-2 learn the basics of counting and number recognition and meaning which becomes the foundation for all future math concepts. Addition, subtraction, place value, counting money, telling time and graphing are emphasized at this level. In grades 3-6, more advanced computational skills are required. Students begin to think about abstract concepts and how to apply logical solutions. At every grade level, manipulatives and/or interactive notebooks are used to aid in bringing the abstract to a more visual concrete level. Students are assessed daily through formative and summative data. Differentiated groups, both for advanced and under-performing, are formed to provide appropriately leveled material to meet students' learning needs. Our junior high students who exhibit readiness based on assessments are placed in accelerated math classes; 6th grade Pre-Algebra, 7th grade Algebra, and 8th grade Geometry.

Through our Social Studies curriculum, we want all students to be able to analyze and determine what makes a good citizen and how they can contribute to society in a positive way. Students explore events, different cultures, and the world using analytical skills using the five different lenses of social studies: historical, geographical, economic, social, and civic.

The Science curriculum is robust and implements Illinois Science Standards. Students learn scientific inquiry through hands-on lab experiments, teacher-led demonstrations, and collaborative discussions. Students learn to question the processes in the world around them in life, physical, and earth sciences. Our

students continually exceed standards as measured by NWEA MAP assessments.

The Preschool program at Saint Paul utilizes Illinois Early Learning Standards when planning for, working with, and assessing young children. Planned curriculum focuses on the following areas: language arts, math, science, social studies, physical development, art, dramatic play, and music. The preschool program provides children with a foundation of skills for further growth in Kindergarten and beyond. For example, lessons in letter recognition and phonetic sounds assist children in developing the ability to read. Our students enter Kindergarten as confident learners. They have learned work habits, social skills, and are emotionally ready to handle a more structured Kindergarten day.

2.   Other Curriculum Areas:

The Saint Paul Lutheran School community not only executes a rigorous academic program, but also extends the areas of learning in art, performing arts, physical education, foreign language, technology, and music. We believe that these areas enrich the whole child to address multi-modal intelligences. This allows students to explore other strengths in conjunction with academics in which they can achieve and feel success.

Art education is essential to a child's development not only for motor skills and coordination, but also learning to construct, discuss, and appreciate visual aesthetics. Research indicates that arts education improves learning across curricular areas. As students move through the grade levels, they learn developmentally appropriate skills from basic fine motor skills and shape, color, and pattern identification to expanding their knowledge of artists while developing an appreciation of art history through associated projects. Student artwork is celebrated by the school community through Artist of the Month displays and a Fine Arts Festival held annually in May. Junior high students may also choose to be involved in drama class which culminates in a play performance in late winter. Students learn all aspects of theater including play production, acting, set, and costume design. Students gain confidence as they hone their public speaking skills.

Students in Pre-K and Kindergarten have physical education or a motor class for thirty minutes each day. Students at this age learn fundamental movement skills that are the building blocks needed for more complex skills later. Students in 1st-8th grade have physical education classes two to three times per week. Students learn and demonstrate mastery of skills appropriate to their developmental level. Through activities, students practice teamwork and sportsmanship. These collaborative skills transfer to relationships and group work in the classroom.

Saint Paul Lutheran School is in compliance with the Blue Ribbon program's foreign language requirements. Saint Paul students learn Spanish in Kindergarten through 8th grade. Kindergarten through 5th grade students have twenty minutes of class instruction per week. Early instruction includes songs, rhymes, and repetition to help students develop a strong basic vocabulary to build the foundation for learning conversational Spanish later on in 6-8th grade. During this time, students learn grammar, pragmatics, increased vocabulary, in conjunction with speaking, reading, and listening skills. Students in grades 6-8 spend forty minutes twice a week in Spanish class. Throughout the grades, Hispanic culture is explored and celebrated.

Saint Paul Lutheran School has had tremendous growth in the last five years in the area of technology. Every classroom has an interactive whiteboard which are used extensively by teachers to provide audio-visual and interactive lessons. Each classroom has a set of iPads or access to a cart of iPads so that each child can have an iPad to participate in the lesson or activity. The school has a computer lab furnished with twenty-seven desktops to allow for whole class instruction and research time. Students in every grade attend computer/enrichment classes taught by a technology specialist where activities are extended from current classroom curriculum. Within the extension lessons, technology skills are developed in the areas of keyboarding, Word, Excel, Power point, and desktop publishing. Students also practice research skills and learn about Internet safety. Junior High students choose from technology related electives including claymation, robotics, Photoshop, yearbook design, and web design.

Saint Paul Lutheran Church and School has a very rich music program including both the traditional and contemporary forms. Students are encouraged to participate in hand bells, choirs, and praise teams for church services. In school, K-5th grade students attend music class twice a week for thirty minutes. Students participate in singing, rhythm activities, learn music theory, and explore music history. Junior high students are required to choose elective music classes that include; chimes, vocal ensemble, praise choir, and instrumental ensembles. Students develop their performance skills twice a year by presenting a musical and/or participating in Christmas and spring programs. Saint Paul School also has an extensive band program that is offered to students in grades 4-8. Our award winning concert and jazz band students participate in band practice before school with individual and group lessons taking place during the day. Each year, several concerts are given to highlight and recognize our students' talent and hard work. Not only does the music education program allow students to memorize music, recognize patterns, and improve coordination, it also promotes creativity, teamwork, and a sense of achievement that is essential to a child's well-being.

3. Instructional Methods and Interventions:

Saint Paul teachers focus on providing quality instruction through a variety of methods. Each lesson begins with whole group direct instruction to introduce the concepts and "I can" statements are expressed so students know specifically what they should understand by the end of the lesson. Teachers provide Tier I instruction to all students beginning with explicit instruction. Hands-on materials, manipulatives, foldables, interactive notebooks, interactive whiteboard demonstrations, and technology support with iPads are vehicles to present concepts more concretely to students as well as to reach students with different learning styles. Modifications and accommodations are instituted as needed by the classroom teacher and support staff. Teachers use guided practice and formative assessment to know when students are ready to transition into independent practice. Based on formative and summative assessments and weekly department meetings with the principal, resource specialist, and enrichment and technology specialist, teachers determine students' learning needs. In K-5 reading, grades 3-4 science, and grades 1-8 math, a tiered class structure is implemented. Groupings are fluid as teachers use progress monitoring to continually assess areas of strengths and areas for growth.

Students in all grades use Study Island for skills practice in reading and math. Each child's learning path is determined by his or her NWEA MAP assessment so areas for growth are targeted.

When students require interventions, we use the RtI (Response to Intervention) model. Beyond the sixty minutes of classroom Tier I reading instruction, students will be placed into groups according to their learning needs. Students receive thirty minutes of small group work with the classroom teacher or aide in which leveled readers and materials are used. The materials and concepts chosen for small group work are differentiated and can contain activities requiring higher order thinking skills for students who need a challenge or can be re-teaching sessions for students needing extra support. Students in Tier III are pulled out for both math and reading to work with the resource specialist using specific research-based interventions such as Read Naturally and Wonder Works.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Assessment for Instruction and Learning
The administration and faculty use data derived from NWEA MAP tests to recognize areas of growth and areas of excellence for the school as a whole, for specific classroom needs, and for individual student needs. The language arts, reading, math, and science data is shared with teachers who then use it as a guide to target instructional needs. Students also take AIMSWeb benchmark assessments in the fall, winter, and spring to monitor fluency, reading comprehension, computational math, and conceptual math progress. Students who are not performing at grade level take AIMSWeb assessments more often to give teachers a snapshot of which interventions and accommodations are working and which need to be modified to provide students the best chance at success. Teachers use fluency and reading comprehension assessments at the end

of each week within the reading instruction process to continually evaluate student growth.

Sharing Assessment Results
Parents and students are informed of NWEA MAP scores after fall and spring testing sessions. Parents receive a graph of individual student scores compared to national norms. The targeted growth for the individual student is also identified. Parents can discuss results with teachers at fall conferences.

Study Island, an online skill practice software, has learning paths directly correlated to each student's MAP scores. Students get immediate feedback on new skills as they work through the lessons. The lesson is repeated until a student achieves 70% mastery. Teachers have access to Study Island weekly reports on the successes and weaknesses and can incorporate time for re-teaching of skills needing review.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Saint Paul provides an environment in which students, their families, and faculty alike are valued and given every opportunity for success, personal and academic growth, and achievement.

Students are provided with clear expectations. Communication is key, with teachers sending weekly newsletters to parents to keep them updated on classroom events, assignments, and due dates. Support of students also extends beyond the doors of the traditional classroom. Opportunities for assisted study after school, and peer tutoring, are available for students who have need.

Extra-curricular activities are offered for students in the areas of athletics, music, drama, robotics, and reading. These provide opportunities for students to engage in a variety of activities with intentional interaction among students from other grade levels and from other schools. Opportunities for additional interaction between grade levels is provided through weekly pairings of students from different classes for reading buddies and chapel pals.

Success is not overlooked; students are regularly recognized for their achievements, both in and out of the classroom, during our Wednesday chapel services.

A newly implemented social curriculum, written by Marcia Garcia Winner, provides for the introduction of key vocabulary and strategies to use in social situations within the school, preparing for interactions in broader society as well.

The faculty and staff of Saint Paul experience very little turn-over. Most consider their affiliation with the school a career-long commitment. Retirement or spouse job relocation, not dissatisfaction, is the main reasons for any turn-over. This situation provides stability, familiarity, and continuity within the school.

With the help of a supportive school board and parent-teacher league for funding, teachers are encouraged to attend local and national conferences, which help meet personal goals for improvement and growth. This in turn brings up-to-date pedagogical practices into the classroom. Many faculty members hold advanced degrees, some with multiple degrees and certificates beyond the Bachelor level. In a small school without much salary incentive for advanced degrees, pursuit of such credentials speaks volumes about the commitment and dedication of our teachers. The teachers provide a personal example of lifelong learning to the students.

The value of teachers' dedication and expertise is never underestimated, either by the leadership of the school and church or colleagues. Five of the current faculty have been honored with Teacher of the Year Awards, including one bestowed by the Daughters of the American Revolution, in which initial nominations stem from peer or student recommendations.

Saint Paul is a welcoming environment, open to all, where students, families, and faculty are supported in all they do, both inside and outside of the classroom.

2. **Engaging Families and Community:**

Saint Paul provides many opportunities to encourage our students and their families to be involved with and become productive members of the community. By working with charitable organizations, local businesses, and families in need, students are aware of the needs of those around them and find ways to provide assistance.

To date, thousands of meals have been packed by students of Saint Paul for Feed My Starving Children. Recently, students raised funds to continue the restoration of Mount Prospect's original one-room

schoolhouse, a landmark not only important to the local community, but to the history of our country as well. Each month, students from Saint Paul are involved with Breakfast with Baby, an event which provides a meal and essentials such as diapers and clothing for local families in need. Students are involved with every stage of the event from planning to gathering and sorting donations to serving the meal or helping provide childcare and activities. At Christmastime, students adopt families through Uptown Ministries and Angel Tree. They provide items that families would not otherwise be able to provide for their children. Students regularly collect canned goods and other items for local food pantries.

Opportunities abound for students to connect with our congregation and families outside of the school. An intergenerational community read is held each fall, in which congregation members and the local community are invited to read a book and participate in a book discussion. Family Reading Night is held each spring, which brings together local authors, alumni, community members, and students for a night of reading-related activities. The students of Saint Paul have been recognized for their participation in the local library's summer reading program on numerous occasions.

The sense of community continues after students graduate and leave the confines of our school walls as well. Many former students can be seen involved in leadership activities at church in music, Sunday School teachers, or lecturers. Each year alumni return to serve as assistant coaches for sports and academic extra-curricular teams like Lego League Robotics. Our sports tournament serves as a "homecoming" of sorts every year, further strengthening the family-friendly environment. Saint Paul is a school that inspires a life-long sense of family and community. Three of our current faculty and staff are former students. Alumni who are authors, nurses, and pilots are invited to speak to current students and share their experiences through engaging and interactive programs, such as Southwest Airline's Adopt-a-Pilot initiative.

In these ways, the learning environment extends outside of classroom academic subject areas into opportunities for community connections to create productive, responsible citizens.

3. **Professional Development:**

Opportunities for professional development are many and varied at Saint Paul. The faculty and staff are diverse in their levels of experience and expertise, therefore, professional development is not treated as a one size fits all endeavor. Each teacher, whether a twenty year veteran or newly out of school, is an active participant in setting professional development goals for themselves. Just as Saint Paul's goal is to meet each child where he/she needs to be met, each teacher's professional development needs are geared toward areas in which there is an interest or a need for improvement.

In general, all full time faculty attend a yearly conference together, whether it's the Illinois Reading Conference or one sponsored by the Northern Illinois District or the Lutheran Education Association. At these conferences, teachers are encouraged to seek out sectionals aimed toward meeting individual training goals. These conferences also give faculty time to regroup and debrief about sectionals attended and to discuss how the take away will be used in the classroom.

Outside of these yearly conferences, teachers are encouraged to attend other seminars, meetings, conferences, and workshops. Individual professional development plans are put in place with the cooperation of the teacher, principal, and curriculum director through discussions geared toward identifying personal strengths and weaknesses as an educator.

In addition to off-site professional development, each week Personal Learning Community (PLC) meetings are held within each level. Topics of discussion include standards based lesson planning, summative and formative assessments, feedback, and current trends in educational philosophy and instruction. Once a month, faculty and staff are invited to attend a consultation group session with a locally renowned child psychologist to touch base about individual student needs in the classroom.

Most teachers are members of several professional organizations including NCTM, NCTE, NSTA, IRC, and NAEYC. Several teachers on staff are involved in the other side of professional development as well.

Many lead sectionals at conferences or belong to leadership groups and are able to share their knowledge and expertise with others.

Since professional development opportunities come from a variety of sources and are available throughout the year, Saint Paul is able to meet the individual professional development needs of its faculty.

4. School Leadership:

Research indicates that the involvement and visibility of the principal positively impacts student achievement; our principal effectively provides affirmation, motivation, resources, knowledge, and challenging goals for the school to teachers and students. She is respectful of each individual and recognizes the importance of maintaining close relationships. She gets to know people on a personal level and is a compassionate leader who is able to acknowledge hardship and significant events in lives. Her attention to the needs of parents, students, and teachers is one of her greatest strengths.

Our principal believes in a teamwork approach involving the assistant principal, curriculum director, and teacher-leaders, all as change agents for the school. Over the past three years, as part of our school improvement goals, the principal and curriculum director have worked to consciously change the status quo in the areas of curriculum, instruction, and assessment practices. These changes translate into high goals for students, and affects how administrators, teachers, and students work to achieve them. The principal and curriculum director meet weekly to assess the current situation, then systematically consider alternatives and improvements in practice toward meeting our goals. Both work closely with teachers using an open door policy to discuss concerns, instructional methods, or new suggestions.

The assistant principal also serves as athletic director as well as classroom teacher. His administrative duty includes assisting the principal with tasks pertaining to buildings, operations, crisis planning, and crisis prevention.

The curriculum director has authority over philosophy and classroom practice. She has implemented professional learning communities at the primary, intermediate, and junior high levels for teacher collaboration on instruction and assessment practices. She establishes teams of teachers to evaluate the viability of new curricula, works with teachers to set curricular goals, and models lessons as needed when new curriculum is implemented. She is also a resource support for differentiation and enrichment ideas.

The resource specialist is integral in helping teachers meet students' academic needs. Whether providing suggestions for modifications for behavior, pushing into a classroom, or meeting with students on an individual or group basis, she provides support where it is needed.

Exceptional student achievement is the focus of our leadership team. Student data is routinely reviewed and discussed at all levels, including with parents and most importantly students. Our model of respect, open communication, and positive relationships, with clear and focused goals, allows for a positive environment for effective learning.

PART VI * INDICATORS OF ACADEMIC SUCESS

Saint Paul Lutheran School students are exceptionally successful due to the use of our multi-tiered approach to meeting the needs of each student. Data is collected from MAP assessments and AIMSWeb probes, but most impactful is the collaboration that takes place between teachers, specialists, parents, and students to use the data and put into place academic goals that allow the student to grow in knowledge, skill, and confidence. Within the classroom, scaffolding is used to provide support at different learning levels during Tier I instruction. Teachers use modeling, templates, rubrics, guided questions, and coaching to guide students through challenging material, tasks, or assignments. Reading material is leveled so that every student is prepared and confident to participate in discussions and group work. Because the learning task is engaging and appropriately leveled, the student remains involved and motivated. Teachers anticipate difficulties and provide guidance to avoid the frustrations of unproductive work. Students also have one-on-one conferences with teachers to discuss successes and evaluate for areas of needed improvement.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? $<u>7028</u>
    (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2500</u>

5. What percentage of the annual budget is devoted to   <u>20</u>%
    scholarship assistance and/or tuition reduction?

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

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** MAP:Math 2-5 Common Core V2
Grade: 3	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	209
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math	**Test:** MAP:Math 2-5 Common Core V2
Grade: 4	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	220
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math	**Test:** MAP: Math 2-5 Common Core V2
Grade: 5	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	227
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math	**Test:** MAP: Math 6+ Common Core V2
Grade: 6	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	233
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math	**Test:** MAP: Math 6+ Common Core V2
Grade: 7	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	241
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Math	**Test:** MAP: Math 6+ Common Core V2
Grade: 8	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	245
Number of students tested	19
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA	**Test:** MAP: Reading Common Core V2
Grade: 3	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	205
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA	**Test:** MAP: Reading 2-5 Common Core V2
Grade: 4	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	215
Number of students tested	17
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA	**Test:** MAP: Reading 2-5 Common Core V2
Grade: 5	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	220
Number of students tested	22
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA	**Test:** MAP: Reading 6+ Common Core V2
Grade: 6	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	224
Number of students tested	26
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA	**Test:** MAP: Reading 6+ Common Core V2
Grade: 7	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	228
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

Subject: Reading/ELA	**Test:** MAP: Reading 6+ Common Core V2
Grade: 8	**Edition/Publication Year:** 2010
Publisher: NWEA	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	May
SCHOOL SCORES	
Average Score	228
Number of students tested	18
Percent of total students tested	95
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: 1 student was not tested due to absence, but she consistently has scored above the 85%ile for the last three testing sessions.