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

Official School Name Saint Anne Parish School
(As it should appear in the official records)

School Mailing Address 319 Franklin Street
(If address is P.O. Box, also include street address.)

City Barrington   State IL   Zip Code+4 (9 digits total) 60010-3215

County Lake

Telephone (847) 381-0311   Fax (847) 381-0384

Web site/URL http://www.stanneschoolbarrington.org/   E-mail dkapka@stanneschoolbarrington.org

Twitter Handle ____   Facebook Page https://www.facebook.com/St-Anne-Parish-School-124798774252477/   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*Dr. Jim Rigg Ph.D.   E-mail jrigg@archchicago.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Chicago   Tel. (312) 534-5200
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. Colleen Kozak
(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	27	18	45
K	14	30	44
1	15	18	33
2	14	14	28
3	15	17	32
4	17	18	35
5	15	12	27
6	19	21	40
7	18	10	28
8	21	29	50
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	175	187	362

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 5 % Asian
                                         3 % Black or African American
                                         6 % Hispanic or Latino
                                         0 % Native Hawaiian or Other Pacific Islander
                                        81 % White
                                         5 % 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	13
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2014	419
(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: 1 %
                                                        2 Total number ELL

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

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

    Total number students who qualify: 0

8. Students receiving special education services: <u>11</u> %

    <u>40</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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>18</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>5</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	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the
    school divided by the FTE of classroom teachers, e.g., 22:1   <u>18:1</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	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 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 <u>X</u>   No

    If yes, select the year in which your school received the award. <u>2006</u>

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

Our mission is to grow Servant Leaders from the inside out while maximizing the unique potential in every child.

PART III – SUMMARY

Saint Anne Parish School is a vibrant Catholic educational community that has been part of the Archdiocese of Chicago for 89 years. While the school is nestled in the village of Barrington, it serves a wide range of students who live in 25 different postal zip codes. The faculty and staff, in partnership with home, parish, and community, are dedicated to the evangelization and education of each child academically, emotionally, physically, socially, and culturally. The school community is rooted in Catholic values and academic excellence, empowering students to discover their God-given gifts and to use those gifts to become responsible members of society.

decade ago was an honor for the entire school community. The award not only reinforced families' commitment to the school, but also attracted new families to this community. Receiving the award again would validate the faculty's ongoing mission to provide a state-of-the-art educational experience for its students. In the last five years, the school has made significant changes in leadership, philosophy, mission, and commitment to academic excellence. Today, approximately half of the teachers have one or more advanced degrees and/or degrees in secondary education. The latter is a unique trait at an elementary level and allows all faculty members to be placed in areas of strength. The faculty has devoted themselves to increasing professional development in a variety of areas, including technology integration, best practice in data-driven mathematics and English-Language Arts instruction, differentiation, and school safety. The Saint Anne Parish School community acknowledges and celebrates its growth, and most importantly, the successes of its students! This generation of students and faculty members deserves this prestigious award.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Overview: Saint Anne Parish School has a long-standing tradition of academic excellence. The curriculum is guided by Archdiocesan Curriculum Standards and the Common Core State Standards; however, a "Common Core and more" philosophy is embraced in which teachers strive for high levels of academic achievement from all students. This framework, established for preschool through 8th grade, provides for the development of higher-order skills such as critical thinking, problem solving, creativity, and reflection. Curricular approaches were selected to maximize differentiation and to emphasize collaboration and perseverance in all subject areas. Technology, literacy, and servant leadership are integrated into all aspects of the curriculum, and interdisciplinary units are used to make connections between content areas and to achieve high levels of student engagement and learning.

Reading/Language Arts: The Language Arts curriculum affords students with strong foundations in reading, writing, language, and communication skills. Teachers are committed to modeling and developing a love and enthusiasm for reading. Books are everywhere, from well-stocked classroom libraries to a 12,000-volume school library and standalone literacy library with guided reading selections and professional development literature. Students are exposed to a wide variety of developmentally-appropriate literature, expository texts, and poetry through read alouds, book clubs, independent reading selections, and class novel studies. Special care is given to text selection to nurture lifelong reading habits and maximize opportunities to develop comprehension, analysis, and critical thinking skills at students' individual reading levels. Students learn to craft strong narrative, informative, opinion, argument, and poetry writing through explicit instruction and teacher modeling, daily practice, and prompt individual feedback. Students develop effective communication in all subject areas through technology, class discussions, presentations, and public speaking opportunities. The blend of instructional practices caters to the unique needs of each student, while fostering a joy surrounding reading and writing across all grade levels.

Mathematics: Saint Anne Parish School develops active, creative, critical thinkers that engage and collaborate in problem-solving. Math classrooms are blended learning environments utilizing technology resources such as IXL, BrainPop, and Discovery Ed in conjunction with NCTM Inside Mathematics, Illustrative Mathematics and MARS. Data-driven differentiated instructional methods include, but are not limited to, flipped learning, guided math, and math centers. Real-world applications begin in the primary grades with bank visits and the collection of service project data. Intermediate students apply mathematical practices to the content learned in interdisciplinary units such as creating a business. Middle school students deepen their understanding with real-world applications including grocery shopping, planning trips, and designing fireworks displays. The Math Department Chair has been an active Reviewer of the Illinois State Board of Education Model Math Curriculum. These lessons and assessments have become an integral part of Saint Anne Parish School's math program.

Science: The science curriculum follows the framework of the Next Generation Science Standards. Preschool through 8th grade students experience this holistic, applications-based approach connected to the school, the community, and the world. At the primary and elementary levels, Saint Anne Parish School develops innovative, self-reliant, logical thinkers who use a pre-engineering mindset to solve problems. Intermediate and middle school students are then able to use those engineering skills to design, test, and evaluate when performing applications in year-long nutrition studies, year-long sustainability studies, and through participation in local, regional, and state science fair competitions. These real-world units, which include Engineering is Elementary, visits to Chicago museums, and studies in robotics, allow STEM-based classrooms to extend beyond the walls of the science lab as teachers collaborate to develop the four disciplines of science, technology, engineering, and math as well as make connections to English Language Arts and the social sciences.

Social Studies: At the elementary level, students learn the major themes and concepts related to United States geography and history through project-based learning and thematic, cross-curricular, inquiry based units. Middle school students develop critical thinking skills as they look for patterns and trends in

historical, social, economic, and political structures to more fully understand human nature and the evolution of society. In an effort to develop responsible, productive members of a diverse community, students study current events, cultures, and history to learn from those experiences and approach the future with knowledge, empathy, and the confidence necessary to positively impact the world.

Early Childhood: The Saint Anne Preschool prepares the littlest Cardinals "to take flight" and develop their creativity, curiosity, and love of learning. This unique preparatory preschool experience uses research-based instruments such as Jolly Phonics, Handwriting Without Tears, Keyboarding Without Tears, Big Math for Little Kids, Stories of God's Love, and Get Set for School programs. They are the building blocks of the planned activities in preschool classrooms. Through these programs and through play, the Littlest Cardinals achieve the critical areas of mastery for preschool. The Early Childhood Program fully prepares students for success in future grades. The academic standards for preschool are aligned with K-3 standards, and are a developmentally appropriate set of objectives for young children.

2.   Other Curriculum Areas:

Arts: The Art Program at Saint Anne Parish School is designed to give students across all grade levels the opportunity to participate in a variety of activities including drawing, painting, paper sculpting, and applied arts. Kindergarten through 8th grade students receive art instruction once per week in which they create art through various mediums while developing an understanding of art history, critique, and aesthetics. Students' artwork is displayed prominently throughout the building and in the community to affirm their creativity and effort. All students at Saint Anne Parish School, preschool through 8th grade, have music class once per week. The Music Program is designed to help students gain an understanding and love of music. This is accomplished through the teaching of rhythmic patterns, singing skills, music theory, and music history. Students take part in a variety of performance opportunities including the Christmas Concert, the 4th grade Parable Musical, the 5th grade History Musical, and the Grandparents' Day Concert. Band is offered to students in grades 4-8, and choir is offered to students in grades 2-8. Computer technology and musical instruments are incorporated into the music curriculum.

Physical Education: In physical education, students develop an awareness of their physical fitness, health, and safety through participation in a variety of sports, activities, and wellness concepts. Younger students are involved in lessons that aid in developing fundamental motor skills and movement concepts, while older students apply these concepts to a wide range of activities and sports. Fitness is emphasized in all grade levels. The Physical Education Program incorporates principles of personal and social responsibility and fosters positive personal interactions. In addition to daily gross motor play at recess for all grade levels, preschool students receive instruction once each week, while students in Kindergarten through 8th grade attend physical education twice per week.

World Languages: Saint Anne Parish School is in compliance with the program's foreign language requirements. The Spanish curriculum is introduced at the three-year preschool level and continues through the 8th grade. It is taught using a kinesthetic approach and features listening and speaking skills. Middle school students receive 135 minutes of instruction each week. These lessons include a formal introduction to grammar, reading, and writing. As a result, graduates of Saint Anne Parish School are well-prepared for advanced Spanish studies in high school.

Technology: Saint Anne Parish School is dedicated to transforming student learning through the use of technology. The technology integration educator, using the SAMR Model, works collaboratively with all classroom teachers creating lesson plans that integrate technology into project-based interdisciplinary studies. This approach allows technology standards to be reached in partnership with the standards of other core subject areas. Through annual Tech-a-Thon efforts, Saint Anne has acquired a wealth of resources to seamlessly integrate technology into all aspects of the curriculum. Teachers and students are equipped with a variety of tools such as: MacBook Pros, ActivBoards, iPads, and Chromebooks. In addition, all students have access to a state-of-the-art media lab that houses 48 HP computers and two STEM multi-media classrooms with green screens and iMac Creation Stations. In addition to the many school-provided technology resources, Saint Anne's "Bring Your Own Device" policy allows students to leverage their own devices to incorporate school activities and have instant access to information, create digital media, read

eBooks and audiobooks, and more. The availability of these resources, along with the cooperative instructional approach, creates an environment filled with meaningful, real-world applications that prepare students for both the present and the future. Examples of the SAMR Model implementation include flipped learning in math classrooms, 8th grade's year-long sustainability study, and virtual field trips.

Religion: Saint Anne Parish School's comprehensive religion program is academically rigorous and is integrated into all subject areas. Saint Anne's God-centered, servant leadership approach to teaching and learning is evident in student and faculty retreats, student-led masses, prayer services, sacramental preparation, daily prayers, and service initiatives as teachers strive to empower students to discover their God-given gifts and use them as contributing members of society. Students participate in a variety of service projects including the school's 15th annual Operation Warm, Fuzzy, and Fun, which collects stuffed animals, baby sleepers, and toys for donation to local children's centers, a school wide Lenten Project, and Make a Difference Days, in which students are allowed to be out of uniform once a month in exchange for student-chosen charity donations.

3. Instructional Methods and Interventions:

Saint Anne Parish School's teachers employ many research-based techniques to differentiate instruction and meet the individual needs of all students. Beginning by analyzing data, teachers plan units that optimize student learning. Teachers construct learning progressions and unit plans using backwards design. Vertical Professional Learning Communities (PLCs) occur regularly across all grade levels with an emphasis on effectively using formative and summative assessments to drive instruction. Teachers also share their curriculum maps in order to communicate and collaborate effectively. Horizontal PLCs also meet to construct cross-curricular units and problem-based, interdisciplinary learning projects. A prime example permits 8th grade students to embark on a year-long sustainability study that encompasses Science, Algebra, Technology, English-Language Arts, and Religion. Its purpose is to answer Pope Francis' call to be better guardians of the earth by launching a school-wide "paper-less" campaign, school campus recycling, composting, and a tree planting initiative.

Reading and writing are taught strategically through a variety of research-based instructional methods and programs, including Reading and Writing Workshops, Guided Reading, The Daily 5, literature circles and book clubs, novel studies, Jolly Phonics, and Handwriting Without Tears. Explicit instruction in reading and writing strategies occurs consistently through teacher modeling, small group work, and individual student conferences. These instructional approaches give teachers the necessary structure and opportunity to engage each student and individualize English-Language Arts instruction on a daily basis. The Literacy Director works collaboratively with classroom teachers to develop and actively refine a research-based framework for effective teaching that improves instruction for all students.

An applications-based approach guides instruction of mathematical content and practices at Saint Anne Parish School. Teacher modeling and think-alouds initiate rich mathematical dialogue, which leads to differentiated small group instruction. The Math Department Chair works closely with the classroom teachers suggesting and refining model curricula based on real-world applications.

Over the past several years, Saint Anne Parish School has undergone a technology transformation that has allowed teachers to integrate technology into all aspects of the curriculum. Resources such as Edmodo and Google Drive engage students in collaborative learning opportunities. The utilization of flipped classroom instruction and blended learning experiences allows the middle school students to optimize their time at school.

Teachers at Saint Anne Parish School use differentiation, the Response to Intervention model, co-teaching opportunities, and push-in interventions to support all students. The Special Services Coordinator collaborates with classroom teachers to modify the curriculum and provide additional interventions for students in need of additional support. Department chairs also meet regularly with individual classroom teachers in a mentoring role to support teacher growth.

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

Saint Anne Parish School provides a high level of instruction in all academic areas. Several assessments, both comprehensive and subject-specific, drive instruction and differentiation: ACT Aspire, Measures of Academic Progress (MAP), Educational Software for Guiding Instruction (ESGI), Fountas and Pinnell Reading Benchmarks, and AIMSweb. Response to Intervention (RtI) is practiced in order to meet the unique needs of each and every child. Teachers leverage research-based materials, methods, and strategies to increase the quality of instruction across all grade levels.

Teachers are trained in data analysis so that they may both assess student mastery and drive remediation and enrichment decisions. Once gaps in learning are identified, teachers provide targeted instruction to small groups or individual students in all subject areas. This instruction involves co-teaching, strategy group work, individual student goals and learning projects, and personalized feedback so that each student knows the steps necessary to achieve the next level of competency. Leveraging data to drive instruction guides teachers in providing targeted remediation, review, and enrichment to seamlessly and consistently close any achievement gaps and maintain high levels of achievement for all students.

Saint Anne Parish School employs a Special Services Team which monitors student achievement and identifies tier two and tier three students according to the RtI model for possible push-in and pull-out support. This team not only works with the local school district to create and implement ISPs (Individual Service Plans), but also writes ICEPs (Individual Catholic Education Plans) to support students whose disabilities would otherwise hinder their success in the classroom. Another key aspect of the special services team is to collaborate with classroom teachers to support differentiation efforts to ensure the success of tier two and tier three students under the RtI model.

Saint Anne Parish School uses a variety of methods for communicating achievement results to all stakeholders. To encourage student accountability and understanding of assessment results, all students maintain data binders throughout their time at Saint Anne Parish School. Inside, students keep records of their test results, track their growth, and set goals for future learning. These data binders are then used at student-led conferences and throughout the school year to actively engage students in their own learning. Parents are informed of their child's achievement regularly via email, PowerSchool access, phone calls, and letters. Standardized test results are published to the larger community in newsletters and on the school website. The Administrative Team analyzes standardized test results, creates a Continuous School Improvement Plan, and shares the results on a yearly basis with the Archdiocese of Chicago through the AdvancEd process.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture at Saint Anne Parish School creates a home away from home for staff members, students, and families alike. Saint Anne's vision of servant leadership is incorporated into every aspect of the school culture. The faculty strives to create a warm, welcoming environment where children feel safe, supported, and loved unconditionally. As a result, students feel confident enough to take risks and explore new concepts, which lead to internal motivation and a drive to succeed. Because of the school's unwavering commitment to students, parents feel compelled to be present on a regular basis, including volunteering in the classrooms and serving on various committees and boards. Teachers foster positive, nurturing relationships with their students and are committed to the wellbeing of each and every one of them. Community volunteers also serve in the building on a regular basis. These rich relationships cultivate a positive energy that encourages students to grow, learn, and thrive.

The Administrative Team embraces the model of servant leadership. The collaborative effort between Administration and teachers, rooted in the best interest of the Saint Anne Parish School students, invites a solid family culture that promotes student success. As part of this family culture, teachers are supported and affirmed through regular classroom observations and feedback, coaching, co-teaching opportunities, and guidance in planning differentiated units and assessments. New teachers are paired with veteran teachers in an effort to ease their transition to Saint Anne Parish School. No teacher is isolated; it is truly a collaborative, familial spirit that creates a welcoming environment where everyone is valued.

Even though children grow up and leave home, they remain part of the family. Likewise, Saint Anne Cardinals are still family after they graduate. As such, Saint Anne's commitment to its students extends beyond their time here. In an effort to prepare students for their transition to high school, middle school teachers host visits from area high schools and ensure 8th graders have prepared for and taken the necessary high school entrance exams, including the Explore, ECRA, Catholic placement tests, and the required ACT Aspire. Middle school retreats are planned and led by Saint Anne graduates, and several have even returned after college as faculty members! Graduated students continue to feel welcomed and encouraged to share their gifts at Saint Anne Parish School. Saint Anne Parish School is truly a family in faith!

2. Engaging Families and Community:

It takes a village to make a school vibrant, healthy, and successful, and those tenets are strongly in place at Saint Anne Parish School because of the high level of family and community engagement. The strategy the school uses to promote student achievement is centered around a true sense of partnership with the families of the students it serves. At Saint Anne Parish School, actions and decisions are driven by what is in the best interest of the students, and that ensures faculty and parents work in tandem as advocates for the students in a positive and respectful environment. Straightforward, open, and considerate communication is the standard by which everyone holds themselves accountable.

The school climate is one of openness and warmth, which invites a solid familial culture to promote student success. Parents and extended family members are present in the school building every day, serving in a variety of ways, including: Grandparents' Day, the Halloween Parade, school liturgies, mystery readers, Art and Writers' Workshop volunteers, lunch monitors, and room parents. Family members are also invited to share in classroom celebrations and performances throughout the year, including Thanksgiving feasts, Christmas programs, Donuts for Dad, and Mother's' Day Tea. All stakeholders embrace and value this partnership between family and school.

Saint Anne's location, in the heart of the village of Barrington, makes it possible for learning to extend beyond the walls of the classroom and into the community. The students take many "walking" field trips to local businesses putting the lessons taught in the classroom to practice. For example, students visit the bank, farmers' market, library, fire station, grocery store, one-room schoolhouse, nursing home, and yoga

studio, which are all just a short walk away. The teachers take full advantage of these opportunities to apply learning to real-life experiences.

The school's outreach extends beyond the families of Saint Anne Parish School students. The Marketing Director and team communicate school events and news to the parish community and beyond. Throughout the school year, each grade level team takes the opportunity to share a glimpse of their curriculum and showcase their grade level achievements in varying publications, including the weekly parish bulletin and community websites. Recent improvements to the school's website have also increased community engagement and interest. School-sponsored events such as Parent University classes and the Little Cardinals Playgroup invite school families as well as area residents to build community.

3. Professional Development:

The Administrative Team and teachers at Saint Anne Parish School are extremely committed to professional development, as it is the critical link to student success. The administrators are committed to continuing their own professional development which includes, but is not limited to, graduate studies, professional academies, and leadership workshops offered by the Office of Catholic Schools and other accredited organizations. The administration enthusiastically encourages opportunities for teachers to attend nationally renowned workshops presented by experts in the field of education who share their knowledge in their specific areas of expertise.

Professional development experiences are aligned with Saint Anne's Continuous School Improvement Plan. The school places a special focus on training teachers in Common Core mathematics and English-Language Arts, STEM, The 7 Habits and Leader in Me, technology integration, and data-driven instruction and differentiation. Because of Saint Anne's devotion to the safety of its students, the faculty and staff of Saint Anne has worked in partnership with the Barrington Police and Fire Department to create the Saint Anne School Crisis Management Plan. The Administrative team and teachers have also participated in a variety of table-top training scenarios surrounding this critical area of school safety. As an example of its leading commitment to school safety, Saint Anne Parish School was the first school in the area to host and participate in an Active Shooter Rapid Deployment Training Exercise.

To further foster individual education and development, Saint Anne annually provides each full-time teacher $1200 to be used for seminars, conferences, workshops, subscriptions, and graduate studies. In addition, the Administrative Team optimizes the use of Title IIA funds that are approved for professional development. The teachers set individual professional development goals that are aligned with the larger school vision. Teachers are encouraged to attend workshops, conferences, graduate studies, and other trainings with a Saint Anne colleague in an effort to foster collaboration, and to work in partnership to implement the newly-learned best practices in instruction in the classrooms. All teachers are encouraged to share innovative ideas with the faculty during weekly Professional Learning Community (PLC) meetings as well. Together, teachers share in a true partnership and collaborative commitment to continuing their education. As professional educators and lifelong learners, the teachers at Saint Anne Parish School share in their accumulation of knowledge with one another and continue their professional development experiences to ensure optimal learning for all students.

4. School Leadership:

The leadership philosophy and structure that is utilized at Saint Anne Parish School embraces the Servant Leadership Model developed by Robert K. Greenleaf. This model, which identifies the servant as leader, fosters a climate of true collaboration and cooperation while leading and guiding the faculty and staff with a shared vision and an extremely high level of expectation for excellence in all areas of education. The Administrative Team, consisting of Principal, Middle School Director/Math Department Chair, Literacy Director/English-Language Arts Department Chair, Early Childhood Director, and Office Manager/Marketing Director, works together to serve the students, faculty and staff, and parent community to the best of their abilities, always making decisions with the students as their primary focus.

These servant leaders, using a disciplined, multi-tiered approach, are recognized for their gifts and abilities,

and are put in positions wherein their talents can shine, and most importantly, serve the students in this community. The goal is simple and defined: To create a respectful, supportive environment where excellent, child-centered educators are hired, mentored, and encouraged to develop individually and collectively into dynamic teams that share a common vision and purpose to maximize the unique potential in every child.

Leadership exists at every level of Saint Anne Parish School. All teachers reflect on their gifts and talents, discern the best way they can share their expertise, and elect to serve on various leadership commissions within the school. One example is the Curriculum and Instruction Professional Learning Community (PLC) led by the Math and English-Language Arts Department Chairpersons. This committee is comprised of representatives from every grade level. They make decisions on topics directly connected with the Continuous School Improvement Plan, including, but not limited to, data analysis, assessments, instructional methods, content, and planning. All of these decisions reflect an ongoing commitment to the advancement of teaching and learning.

The Administrative Team works collaboratively with all stakeholders, especially the parent community. This partnership bonds the school community together to ensure that all programs, policies, and resources focus on improving student achievement while enriching student experiences. The leadership team works effectively with the Pastor, School Advisory Board, Home and School Association, Athletic Association, and the Student Leadership Commission to provide co-curricular and cultural arts experiences such as Try-It Tuesdays (a wellness initiative), middle school dances, and assemblies focused on curriculum-related topics such as literacy (authors' visits) and science (STEM Museum, helicopter simulation, and a visit from a NASA astronaut) that meet the needs and interests of the students across all grade levels. Many of these experiences are led by students and parents willing to serve and share their gifts, which reflects their commitment and investment in the Saint Anne Parish School community.

PART VI * INDICATORS OF ACADEMIC SUCESS

"If we teach today as we taught yesterday, we rob our children of tomorrow." -John Dewey

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

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

3. What is the educational cost per student? $<u>5100</u>
   (School budget divided by enrollment)

4. What is the average financial aid per student? $<u>2215</u>

5. What percentage of the annual budget is devoted to   <u>7</u>%
   scholarship assistance and/or tuition reduction?

6. What percentage of the student body receives
   scholarship assistance, including tuition reduction?   <u>8</u>%

PART VIII - ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math	**Test:** Terra Nova 3
Grade: 3	**Edition/Publication Year:** N/A
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	644.2
Number of students tested	40
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:** Terra Nova 3
Grade: 5	**Edition/Publication Year:** N/A
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	672.7
Number of students tested	46
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:** Terra Nova 3
Grade: 7	**Edition/Publication Year:** N/A
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	720.5
Number of students tested	48
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:** Terra Nova 3
Grade: 3	**Edition/Publication Year:** N/A
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	649.5
Number of students tested	40
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:** Terra Nova 3
Grade: 5	**Edition/Publication Year:** N/A
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Scaled scores

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	684.8
Number of students tested	46
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:** Terra Nova 3	
Grade: 7	**Edition/Publication Year:** N/A	
Publisher: CTB/McGraw-Hill	**Scores are reported here as:** Scaled scores	

School Year	2014-2015
Testing month	Mar
SCHOOL SCORES	
Average Score	700.6
Number of students tested	48
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: