

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Susan Poetzel

Official School Name: St. Giles School

School Mailing Address:
1034 Linden
Oak Park, IL 60302-1351

County: Cook State School Code Number*: 14-016-485X-10

Telephone: (708) 383-6279 Fax: (708) 383-9952

Web site/URL: www.stgilesschool.org E-mail: spoetzel@stgilesschool.org

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Sister Mary Paul McCaughey, O.P.

District Name: Archdiocese of Chicago Office of Catholic Schools Tel: (312) 534-5212

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Sharon Lange

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

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

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 6 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	27	31	58	6	23	27	50
K	17	23	40	7	24	23	47
1	23	23	46	8	26	22	48
2	30	21	51	9			0
3	16	15	31	10			0
4	21	26	47	11			0
5	21	27	48	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							466

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
10 % Black or African American
11 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
69 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 1 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	482
(5)	Total transferred students in row (3) divided by total students in row (4).	0.012
(6)	Amount in row (5) multiplied by 100.	1.245

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

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

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5 %

Total Number of Students Served: 21

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>11</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</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>6</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>8</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>3</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>30</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	98%	96%	97%
Daily teacher attendance	98%	99%	98%	97%	98%
Teacher turnover rate	4%	0%	19%	10%	6%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

At the end of 2006-2007, St. Giles had three long time teachers retire, another left to stay home with a new baby, and two teachers left to try for employment closer to where they had moved.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

For over 80 years, St. Giles School (SGS) has offered a superior, faith-based academic program to generations of students and is an integral part of our parish mission. It exists to foster the spiritual, intellectual, emotional, social and physical growth of our elementary school children. The school is committed to providing a quality education that prepares students to be people of faith, lifelong learners and to serve the broader community.

Founded in 1928 by the Sinsinawa Dominican sisters, SGS serves families from Oak Park, Chicago and several surrounding suburbs from preschool through 8th grade. The school environment promotes mutual respect, embraces diversity and respects the dignity of each student.

SGS is a community that is welcoming, proud and vibrant. We strive to ensure that our school is an easy place to feel at home. Our buddy family program pairs each new school family with a current family. Transition for new families is made easier and lifelong family friendships are forged. Our students also participate in a student buddy program where older and younger students are paired. The students prepare liturgies, celebrate Catholic Schools Week and cement feelings of mentorship and a cohesive school community.

We are proud of our achievements. We recognize, celebrate and publicize those achievements internally and within the broader community. School families display lawn signs stating their pride in being a “Home of a St. Giles Lion” and our yearly school “Report Card” records the numerous achievements of our students.

SGS’s curriculum is comprehensive, relevant, integrated and fluid. Subjects include Religion, Language Arts, Literature, Math, Science, Social Studies and Spanish. St. Giles also proudly offers a full complement of “specials” at every grade level including Art, Music, Computer and Physical Education. Fine Arts programming is an important complement to the core curriculum. St. Giles students have the opportunity to participate in 5 bands, 2 choirs, and art and chess clubs. The success of St. Giles academics can be strongly attributed to the dedication and expertise of our teaching staff and administration, over 40% of whom hold advanced degrees.

In its quest to educate the whole child, St. Giles also offers a wide range of extracurricular activities including student council, newspaper and yearbook, preschool and kindergarten Spanish enrichment, Kids Klub (our extended day program), and its acclaimed sports program. Through the efforts of our outstanding athletic department, St. Giles students are offered a vast array of both interscholastic sports and intramurals for all ages which promote a lifelong love of fitness with an emphasis on sportsmanship.

SGS benefits from a very active parent base through involvement in both the PTO and School Board. The PTO is dedicated to enhancing the educational experience of our students with Art Awareness, Great Books and special programming. It has enthusiastically raised funds for school enhancements such as a new playground and interactive smart boards for the classrooms. A strategic plan created in 2006 by the school had over 60 parents participate in future focused planning sessions. Parent volunteers diligently work with the principal and school board to keep attention focused on achieving our strategic goals.

Student service is integral to the school’s identity. Students lead many international and local service projects. Our students have been involved in providing household kits for refugee families, collecting clothing, books and school supplies for a sister school in Kenya, writing letters to soldiers in Iraq through an alumnus, making greeting cards for the homebound and assembling care packages/meals for the homeless. The characteristics of our school community are summed up best by a family who wrote “St. Giles is a remarkable place of high academic standards, community and heart.”

It is this tradition that has shaped thousands of men and women for over 80 years. SGS continues to strengthen this tradition through high standards, strong values and an excellent curriculum, thus ensuring that the St. Giles experience remains a life changing choice for our families for years to come.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Standardized test scores are one important indicator of academic success. Students at St. Giles School (SGS) take the Terra Nova Third Edition Multiple Assessment Test, a nationally normed test, which is administered in all Archdiocese of Chicago Catholic schools in grades 3, 5, and 7. St. Giles also administers the test in grades 4 and 6 in order to more closely track the school's and individual student's progress. SGS scores validate its academic excellence and exceed the 90th percentile required for Blue Ribbon Schools. SGS does have students with Individual Education Plans or Service Plans requiring accommodations for testing such as extra time and small group. CTB-McGraw Hill Company does not include their scores in class averages for the Terra Nova; however, even these students show growth in their individual scores through their eighth grade year. At SGS, the standardized tests results are used in conjunction with ongoing classroom assessments to follow a student's academic achievement.

The scores for the 2008-2009 school year are reported in mean (average) National Percentile Scores (NP), which represent a national ranking. For the past five years, all SGS's grades' mean NP scores for reading and mathematics have met or exceeded the *No Child Left Behind-National Blue Ribbon (BRS)* 90th percentile cut-off scores. Thus, St. Giles students consistently score in the upper 10% of the nation on the Terra Nova Multiple Assessment Test. In 2009, NP Reading scores ranged from 77 to 85 and from 79 to 88 for Math. The seventh grade Reading score was 84 (BRS 90% cut off=77) and the 7th Math score was 88 (BRS 90% cut off=75).

The only exception to exceeding the BRS 90% cut off score was the 5th grade math score in 2006. With a new teacher, the score improved in 2007 to four points above the cut off score of 74. By 2009, the 5th grade NP math score was 85.

The Terra Nova measures the following objectives in reading: basic understanding, analyzing texts, identifying and applying reading strategies, and evaluating and extending meaning of written passages. In Math, test objectives include numbers and numerical relations; computation and estimation; measurement, geometry and spatial sense; statistics and probability data; functions and algebra; problem solving and reasoning; and communication. SGS's students' average objectives performance rank above the national averages and above the moderate mastery levels on every objective for every grade level tested.

Students' Terra Nova results also show high achievement and mastery of learning objectives in Language Arts. The language test assesses sentence structure, writing strategies, and editing skills. The 2009 Terra Nova scores show that at every grade level tested students performed above the mean NP and above the BRS 90% cut off score. In 2009, NP Language Arts scores range from 88 to 90. The seventh grade mean NP for Language Arts was 90. These scores are indicative of SGS's emphasis on writing across the curriculum for student achievement.

Although St. Giles students have always done well on standardized tests, several school efforts over the last five years have had an impact on strengthening our scores even further. The staff has aligned and timed curriculum content with the March Terra Nova. In addition, teachers have taught and practiced inferential reading, written response and compare/contrast in literature and content area reading, as well as written explanation of math thinking and problem solving. Our eighth graders also score well on their high school entrance exams and placement tests with many being placed in honors or advanced courses based on their test scores and their elementary school grades.

2. Using Assessment Results:

Before our faculty assessment meeting in May, individual and group Terra Nova scores are distributed to the teachers for review. Homeroom teachers meet with the principal and prepare a more finite analysis of the group Objectives Index Scores giving a breakdown of those students who are at the lower end of the partial mastery score, 50 – 75% range. In addition, we look at the Cognitive skills Index and identify those students who are significantly above or below their anticipated scores. We also identify those students and class groups that show a statistically significant leaning toward being more verbal or non-verbal in their learning based on their InView scores. From this analysis, decisions are made for school goals, individual student remediation or advancement, and curriculum enhancements.

Three years ago, the school identified a weakness in geometry and measurement objectives. The math committee reviewed effective strategies for teaching those objectives and realigned the yearly teaching plans so that those units were taught prior to the Terra Nova tests being administered. Scores did improve. Low performance on the standardized test along with minimal success with remedial intervention often leads to request for testing from our public school district. This is coordinated through our special education resource teacher. In grades 6th – 8th, Terra Nova scores are one measurement used to group students for math. At the beginning of the school year, teachers review assessment scores again in order to obtain more information about their new students.

3. Communicating Assessment Results:

Working with parents as partners in education, St. Giles believes communication of a student's progress is a high priority, and guidelines are printed in our School Handbook and our Staff Handbook.

Early Childhood teachers communicate daily at the entrance door. As needed, parents and teachers use email or the telephone. Information on formative skill development assessments are shared with parents as well as suggestions for working on that skill at home. Summative report cards are sent home twice a year plus results of a readiness assessment for the next grade level in May. Formal parent teacher conferences are held twice a year.

Grades one through eight communicate as needed through email and telephone. Grade reports are sent home quarterly. Grades 4 – 8 also send home mid-quarter reports. Teachers send home tests for parent signature in order to update parents and also monitor assignments and notes to parents through a student's assignment notebook. Assignments are also listed on our website for grades 4 – 8. Through Powerschool, a 4th - 8th parent can also access their student's grade progress and assignments online. Formal parent- teacher conferences are held at the end of the first quarter, at mid-quarter of the third quarter, and as needed throughout the year. Report cards for students with special needs are sent home with accommodation plans for academic success.

Individual Terra Nova reports are mailed to parents in the Spring, and a report on the school's scores are presented to the School Board in May. Upon request, parents meet with the teachers and principal to form goals and strategies for student success. In the Fall, an Annual Report is distributed to the school community, parish, and perspective parents which outlines the school's Terra Nova performance and student achievements in specific academic areas and extra curricular activities.

4. **Sharing Success:**

St. Giles School is proud of its long history of preparing students to be people of faith, lifelong learners and to serve the broader community. Guided by our 2006 strategic plan, the principal and School Board Marketing Committee prepared a public relations folder to highlight the school in the present and in the future. The physical folder, informational sheets, and the preschool/kindergarten and strategic plan brochures all are produced with the St. Giles brand image. The Annual Report containing standardized testing results is part of the folder contents. The PR folder is distributed to prospective families and School Board members, organizations, and members of the community. School tours are given by the principal or assistant principal to prospective families, visiting alumni, the press, community realtors, and other individuals. The principal, marketing committee, teacher reporter for the parish bulletin, and the development director coordinate efforts to share the school's special events and accomplishments to the parish, alumni, donors, community members, and Archdiocese. Information is also shared with the school community through the weekly Wednesday envelope and email bulletins.

For our annual Open Houses and visits to neighborhood preschool fairs, the Marketing Committee and the Development Director prepare Power Point presentations and literature to promote our school. Parent and student tour guides are trained with prepared guide sheets so that prospective families get a uniform message about grade level curriculum and activities.

The principal is a member of the Archdiocesan Council IV 8A and regularly shares school news with the other ten members. In addition, professional development days are planned where Council teachers meet to discuss instruction and assessment and share ideas and model lessons. The principal has also been asked to serve on several School Improvement visitation teams throughout the Archdiocese.

Through all the venues above, St. Giles would be able to share its Blue Ribbon success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Religion: Students learn religion daily in our developmentally appropriate curriculum and through our yearly school themes which are tied into the practices of our Catholic faith. Lessons taught from the Blest are We series give students experiential learning in prayer, scripture, worship, traditions, sacraments, family life, and service to the community.

Reading/Language Arts: From preschool on, students engage in the process of learning to read to reading to learn. Phonics, comprehension strategies, vocabulary development, inferences, critical thinking skills, and written response enable students to achieve in all areas of study. Students move from Guided Reading with leveled readers to class study and independent reading of fiction and nonfiction literature. Instruction is also given in grammar, writing, spelling and oral presentation and is applied across the curriculum.

Mathematics: Students' math skills in computation, estimation, problem solving, logic, and articulation of concepts are spiraled at each grade level through sixth grade. Based on pre-assessment, 7th grade classes are divided into two levels for pre-Algebra and eighth grade is divided into three levels for Algebra allowing some students to pursue advanced placement in high school.

Social Studies: Theme based units in the primary grades and text book and project based learning in third grade and up focus on community, government, United States' regions, ancient civilizations, Medieval and Renaissance periods, American history, and the IL and U.S. constitution. Eighth graders participate in the Chicago Metro History Fair; students have advanced to the State and National competitions. Geography, current events, and field trips are integrated at every grade level. A finance class is also offered for eighth graders.

Science: St. Giles uses an integrated science curriculum of life science, physical science, and earth science. Topics are coordinated across the grade levels and emphasis is put on inquiry based learning, the scientific method, lab reports, vocabulary development, content reading, and current science. A science lab is available for grades 4 - 8. Field trips support the curriculum. Seventh graders participate in the Chicago Science Fair, and students each year advance to the Regional and Illinois state competition.

Computer Skills and Technology: Based on NETS standards, students learn computer skills and applications integrated with classroom curriculum. Two staffed iMac (2007) labs serve the primary and 4th – 8th grades as well as having computers in the classrooms. LCD projectors and Smart Boards are also available for each grade level. By the end of eighth grade, students have demonstrated skills in keyboarding, word processing, internet searching, spreadsheets, Power Point/Multimedia presentations, creating web pages and podcasts and use of other Web2 tools.

Foreign Language: St. Giles moved from an extra-curricular program to teaching Spanish within the curriculum for grades 1 - 8 in 2007-2008. Two teachers share the responsibility of teaching twice a week classes to the primary, 4th – 8th students, and the 5th – 8th advanced students who were part of the former program. Each year the students vote on one Spanish speaking country to be their focus of cultural study.

Art/Music: Grades K – 8 engage in art and music education once a week. Art education aspires to bring out the artist in every student through projects using various techniques and media. Art Appreciation volunteers extend the learning in curricular areas. In Music, students engage in singing, music theory, composing using Garage Band, and the study of musicians. St. Giles offers a fee based band program which involves 4th – 8th graders in five bands. Band members lend their talent

to our yearly Christmas Pageant and to our liturgical choirs. The 8th grade yearly puts on a musical play.

Physical Education: Physical education emphasizes individual effort, personal fitness, skill development, and team work. Students are taught to monitor their own well-being within each activity and to appreciate the contribution of all team members. After school intramurals are organized for all grade levels as well as a summer program.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

St. Giles has a balanced language arts program through which students become readers for enjoyment and learning and effective written/multi-media communicators. Through classroom assessments and analysis of Terra Nova scores, weaknesses are identified and instruction is planned accordingly. In PreK – Kindergarten, skill development is enhanced through phonemic awareness, phonics, word recognition, vocabulary development and comprehension. Literacy exposure and centers are used. Scott Foresman was adopted for K – 2 because of its 4-block methodology where reading, writing, phonics and spelling are integrated, its integration of science and social studies, and its leveled readers. Pre-unit assessments and running records are used to inform teachers for differentiated instruction as well as DIBELS for remedial intervention. Grade 3 is a transition year using a guided leveled reading program and then transitioning into novel based and content area reading. Two resource teachers and a roving aide in Gr. 1 - 3 allow for more intensive help for struggling students.

The 4th – 8th reading curriculum is a novel based program along with non-fiction selections. Novels are chosen through a process with the following in mind: skill development, literary elements, genres, connections to curriculum, and student interest. Novels are taught through class units or literature circles. Reading strategies and inference are explicitly taught for comprehension skills. Independent reading is encouraged and reading logs are a common assignment. In grades 7 -8, students bi-weekly independently read a novel and take a comprehension test through a teacher developed program that was a forerunner to the Accelerated Reader program. Reading instruction is enhanced through a parent organized Great Books program in grades 1 – 5 and the services of our two librarians who expose children to more literature, give explicit instruction in the use of library resources and teach study skills to 6th grade.

Beginning in the early grades, expository/creative writing and grammar are learned through the writing process and use of Daily Oral Language and Analogies. Additionally, the upper grades use diagramming, research papers and literary analysis to enhance their writing skills. Writing is applied throughout the content areas.

3. Additional Curriculum Area:

Over the last four years, our math committee has aligned our curriculum with Office of Catholic Schools and IL State standards, written our grade level year plans, and recorded grade level unit plans based on backward design for teaching including learning objectives, assessments, vocabulary, learning activities, and resources. The curriculum is monitored yearly for completion of objectives and meeting of standards. The committee has also discussed and stressed implementation of class warm ups, mental math activities, integrated vocabulary development, use of manipulatives and technology, problem solving, and verbal and written explanation of students' thinking processes.

Students use the spiraled Houghton Mifflin series in K-6 and McDougal Littell Mathematics for Pre-Algebra in seventh grade and Algebra 1 in eighth grade. In the upper grades students are grouped for math based on their Terra Nova scores and mastery of the previous year's material. Eighth grade

math teams often place in the top 3 schools in local middle school math competitions. For the last four years, teachers have developed math packets for grades K – 7 in order to provide review and engagement in mathematical thinking over the summer. These are sent home with every student as well as to incoming students to be completed and returned the first week of school. Teachers have documented better retention of skills moving into the next year’s material.

To continue to improve our math program, St. Giles was a 2008-2009 pilot school in third grade for the Simple Solutions program, a system of constant review of skills along with the learning of new grade level concepts. The school sees this program as having great potential for better encoding math in the student’s thinking, so we also are using it in grades 4-6 in order to better assess the program’s impact on student learning. Based on first year results, students’ retention of math skills has increased in computation, reasoning, and problem solving.

4. Instructional Methods:

St. Giles School (SGS) enables student centered learning recognizing the students’ varied learning styles, multiple intelligences, interests, and special needs including learning disabilities, attention disorders, and accelerated learner needs. Based on brain based learning, differentiated instruction, and NAEYC standards, SGS stresses policies for instruction and assessment to promote each student’s achievement. All teachers are expected to implement the following: backward design of lessons (assessment driven), post class agenda, word walls across the curriculum, pre-lesson warm ups, check for understanding using formative assessments such as hand signals, individual marker boards, or entrance/exit cards, assignments written in room and posted on website, and daily assignment book writing by students with teacher or peer check if needed.

Teachers also use a wide variety of research-based teaching and learning methods including but not limited to whole and small group; visual, kinesthetic, and musical aids; learning centers; emphasis on processing learning and critical thinking activities; cooperative grouping; dialogue and discussion; drama; tiered lessons and assessments; computer programs and internet; manipulatives and graphing calculators; literature circles and leveled reading and writing; integrated units and field trips; and student choice projects. In grades 5 – 8, students requiring additional help may attend regularly scheduled math clinics or lunch time study halls. In all grades, SGS teachers are generous with their before and after school time to assist students needing extra help.

SGS has a special education resource teacher who prepares accommodation and strategy sheets for students with IEPs and those with other identified needs. She meets with grade level teachers to discuss inclusion strategies and monitors the students’ progress. She also teaches self contained classes depending on the need in grades 5 – 8. As part of RTI, she works with the School Intervention Team to assess and monitor literacy interventions in Grades K-2 for all three tiers. Our part time counselor also serves children individually, in small groups and in classrooms to work on social, emotional, behavior management, conflict resolution and bullying prevention issues.

5. Professional Development:

Professional Development at St. Giles is driven by our 2003 School Improvement Plan, our 2006 Strategic Plan, and the Archdiocese of Chicago Genesis goals. Over the last six years, we have focused on Marzano’s Classroom Instruction that Works strategies and differentiated strategies for instruction and assessment using Tomlinson’s The Differentiated Classroom and Fair is Not Equal by Vermelli. The resource books are usually read in the summer prior to our August workshops and national consultants from SDE and professors from our local Dominican and Loyola Universities work with the staff to implement strategies useful for learning achievement. Through this training, teachers now use more student choice in learning activities and assessment projects and tier lessons when needed.

Staff set academic goals that match our yearly professional development goals. Goal implementation is monitored by the principal. Each teacher is provided \$1200 to help fund their academic and personal professional development. The staff meets for professional development four days in August and six other days during the school year. At monthly faculty meetings and curriculum meetings, staff share lessons or strategies that have been successful in their classroom.

Technology use and integration has also been a topic of professional development. Staff have been trained and encouraged to use United Streaming and Nettekker for searching and instruction. Teachers have been using email since 2004 and are now using Powerschool programs for grading and printing reports. We have six Smart Boards in the school and proficient teachers are training others on how to use them. This year a student tech team was also organized to help some teachers better integrate technology in their lessons. In the past, two teachers have won Best Buy Teach Awards for integration of technology for learning.

Administration has attended two Classroom Walkthrough trainings and is implementing the technique using a palm pilot and computers to gather and organize data into useful information to continuously assess the quality of teaching and learning at St. Giles.

6. School Leadership:

At St. Giles School, collegial leadership is the norm. The staff is divided into grade level units (Prek – 3, 4-6, 7-8, with specials teachers integrated within these units) and curriculum committees (Religion, LA Pk-3, LA 4-8, Math, Science, and Social Studies). Teachers rotate coordinator leadership. The purpose of the weekly unit meeting is to share information back and forth with the administration, to coordinate school/unit activities, to monitor implementation of our yearly school theme and discipline policies, and to discuss and problem solve student issues of discipline and academic achievement. If a student's academic issue needs more attention, an intervention team made up of the principal, resource teacher, counselor, and child's teachers will devise a plan to better meet the student's needs.

Within Curriculum committees, teachers align our curriculum with State and Office of Catholic Schools standards and monitor its implementation under the guidance of the principal. Committees are responsible for textbook selection according to the school's adoption cycle and all school curriculum projects such as our 2008 St. Giles States of the Union election project and our Year of St. Paul celebration. At meetings, teachers also review instructional strategies and assessments for effectiveness for student learning and choose strategies that will be applied across the grades such as but not limited to warm up activity before class, use of word walls, essential elements of a science lab report, teaching St. Giles geography scope and sequence within the social studies curriculum, setting up math work, and technology integration.

The principal and assistant principal provide the leadership, framework and guidance under which our collegial leadership can be nurtured and function for the continued improvement of our school for our students' academic, social, emotional, and spiritual growth.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4430</u>	<u>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>
K	1st	2nd	3rd	4th	5th
<u>\$4130</u>	<u>\$4130</u>	<u>\$4130</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 5332 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 746
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
2 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
13 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 3 Test: Terra Nova Multiple Assessment

Edition/Publication Year: Third Edition Publisher: CTBMcGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	86	81	87	79	82
Number of students tested	48	46	44	41	45
Percent of total students tested	96	94	96	94	96
Number of students alternatively assessed	3	3	2	3	2
Percent of students alternatively assessed	4	6	4	6	4
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Extra time and small group requirements were reasons for alternative assessments. Subgroups represented less than ten students so disaggregated scores are not reported. For 2009, the Archdiocese of Chicago changed from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.

Subject: Mathematics

Grade: 5 Test: Terra Nova Multiple Assessments

Edition/Publication Year: Third Edition 2009 Publisher: CTBMcGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	79	80	77	70	75
Number of students tested	51	41	50	47	41
Percent of total students tested	89	92	100	94	94
Number of students alternatively assessed	6	4	0	3	3
Percent of students alternatively assessed	11	8	0	6	6
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Extra time and small group requirements were reasons for alternative assessments. Subgroups represent less than ten students so disaggregated scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.

Subject: Reading

Grade: 6 Test: Terra Nova Multiple Assessment

Edition/Publication Year: Third Edition 2009 Publisher: CTB McGraw Hill

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	81	84	78	75
Number of students tested	47	49	46	45	48
Percent of total students tested	88	100	92	96	93
Number of students alternatively assessed	6	0	4	2	4
Percent of students alternatively assessed	12	0	8	4	7
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Extra time and small group requirements were reasons for alternative assessment. Subgroups represent less than ten students so disaggregated sub group scores are not reported. In 2009, the Archdiocese of Chicago upgraded from the Second Edition of the Terra Nova Multiple Assessment to the Third Edition.

