

SPRING/SUMMER 2019

THE FRANCES XAVIER WARDE SCHOOL

CHARISM

MAGAZINE



TOMORROW'S LEADERS:
LEARNING OUTSIDE THE CLASSROOM

The Frances Xavier Warde School is an independent, Catholic elementary school in downtown Chicago that provides an academically excellent, values-oriented education to students of all ethnic, religious, cultural, and socioeconomic backgrounds in a child-centered urban environment.

At FXW, we are guided by our four Charisms. We partner with our families to nurture faith development for our Catholic students and engage all of our students to learn about and respect other faith traditions. FXW focuses on educating the whole child, including social-emotional development, a comprehensive arts program, and a rigorous curriculum aimed at developing critical thinkers who are prepared to live as global citizens in the world. As a keystone of our diverse community, we provide need-based scholarships to children throughout the Chicago area.

Our Charisms serve as a roadmap for shaping and teaching our children. We create an individualized educational experience that recognizes each child as unique. Our Charisms are the gifts that FXW gives to its families and to its students.

Charism Defined:

Any good gift that flows from God's love to humans.

The FXW Charisms

DIVERSITY AND INCLUSION

A Community that is purposefully diverse and intentionally inclusive

FAITH

A Community of faith that welcomes and embraces all faith traditions

ACADEMICS

A Community that is preparing thinkers and leaders in an academically enriched environment

SERVICE

A Community that is motivated by faith to serve others

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The Frances Xavier Warde School is governed by our Board of Trustees. As an independent school, we maintain our Catholic identity with oversight from The Association of Christian Faithful to ensure our commitment to spirituality.

2018–2019

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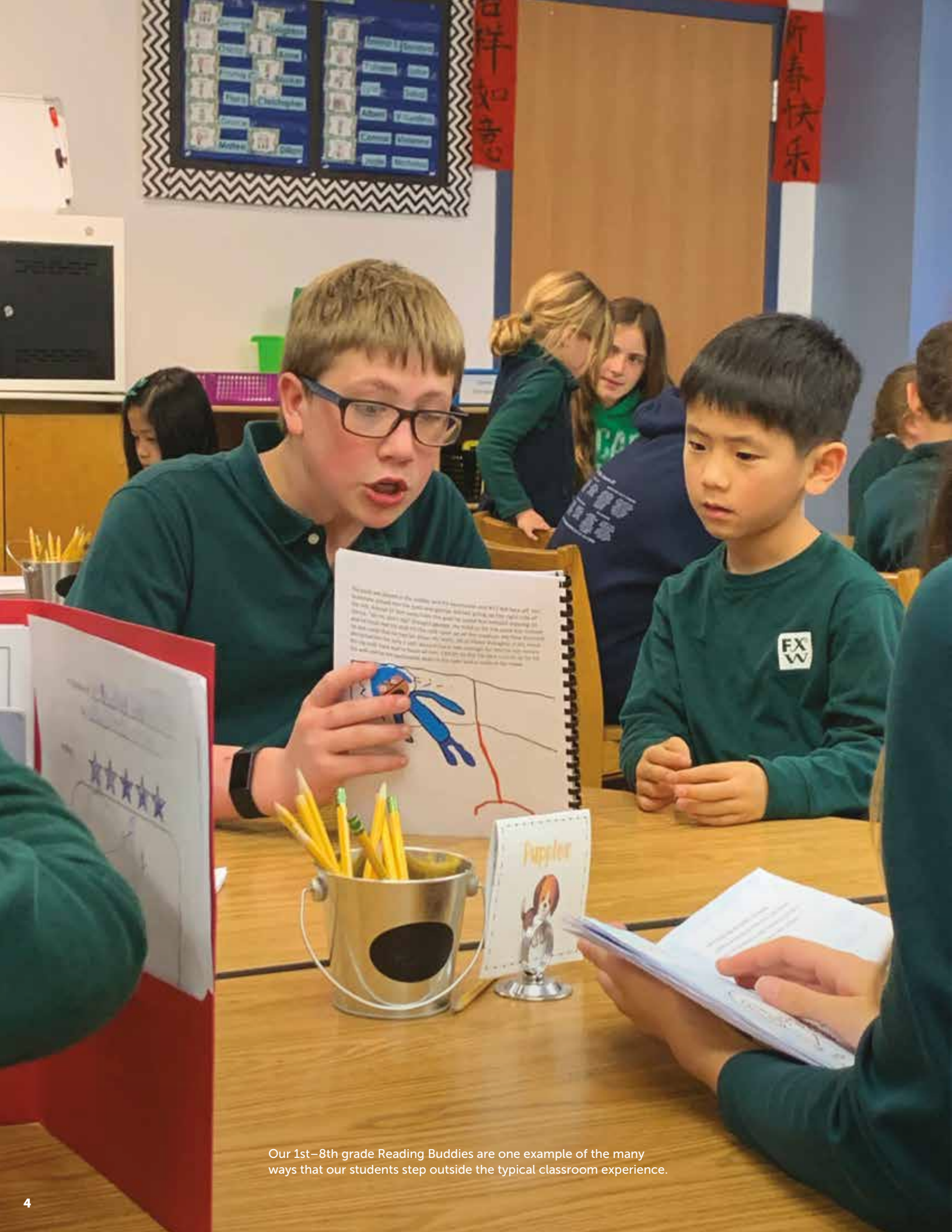


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Our 1st–8th grade Reading Buddies are one example of the many ways that our students step outside the typical classroom experience.

Letter from the Head of School

"Educating the whole child" has been a familiar refrain among schools for many years and it is certainly something we aspire to at The Frances Xavier Warde School. *But what exactly does it mean?*

All would agree that educating the whole child involves something in addition to the skills and knowledge gained through traditional classroom instruction in the "core subjects," important as this is. But beyond that, things are not as concrete. The popularity of the phrase "whole child" could be found in the fact it can mean different things to different people and, therefore, can be adapted to fit the curriculum and approach of almost any school.

What a school chooses to focus on to supplement and complement that core classroom experience—the "everything else" of the whole child approach—says a lot about the school's values. Because let's be honest: no school, no matter how noble its intent, can truly educate the whole child; knowledge is too vast, the world is too complex, and our time with students is too short for that to truly happen.

When a school says that it educates the whole child, then, what they are really saying is that in addition to certain academic competencies, there are a set of other skills and traits and characteristics that the school deems important and seeks to impart to its students. Those priorities, in turn, tell us a lot about the school.

This issue of *Charism Magazine* is, in many ways, a statement of some of FXW's values. We highlight many of our students' experiences outside the classroom and, seen together with the last issue—which focused on our curriculum and our in-class experience—we get a good sense of the academic rigor

that is central to our mission. Beyond that, we also see how creativity and collaboration are fostered in our students, and how they find and gain confidence in their own voice. We look at project-based learning and discover why the process is more important than the end product. We examine how our service efforts not only benefit others, but help us to learn and grow as well, and we explore some of the many ways that our students learn to interact with others beyond our school walls. Some might call these "soft skills," but at FXW we view them as *essential* for living as conscientious citizens in our complex world. We conclude, then, by providing a snapshot of how this growth takes place during the FXW journey, and then we hear how all of this plays out when our students reach high school.

As comprehensive as this examination is, it only looks at a portion of our "whole child" approach. Our focus this year has been on our Academic Charism, the ways in which we as a community are preparing thinkers and leaders in an academically enriched environment.

The other elements of our identity—our grounding in faith, our desire to serve, and our commitment to inclusivity—complete the picture. And what a picture it is. We believe that all these priorities, taken together, portray the FXW whole child, and as you read about our recent graduates, we are both happy and proud that those children will go on to become the leaders of tomorrow.

Happy reading,



Michael Kennedy
Head of School

SCIENCE IN ACTION

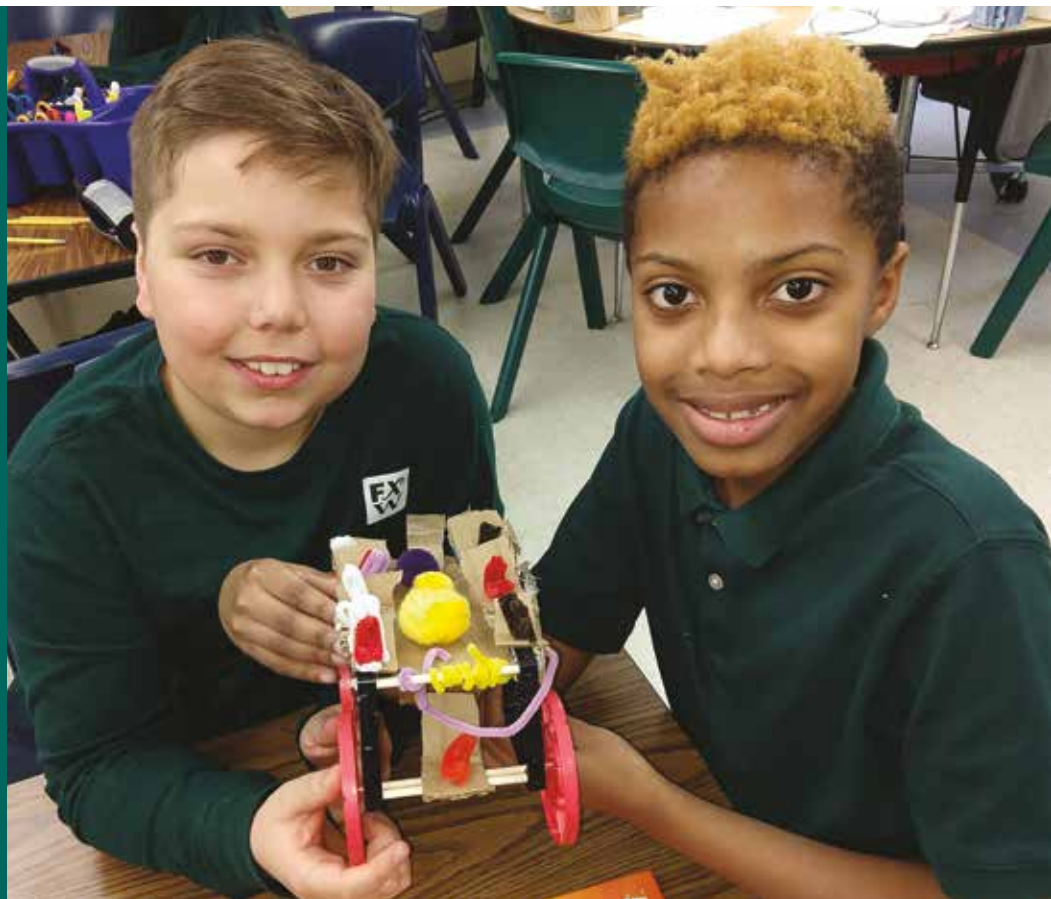
There has been a great deal of focus in recent years, both in education circles and in the popular press, about STEM learning—Science, Technology, Engineering, and Mathematics. With our rapidly changing and developing world, skills in these areas seem more relevant than ever before, not only to prepare for the job market but also to be able to function efficiently and effectively in any field.

At FXW, we are fortunate to have dedicated science classrooms and laboratories at both campuses, providing the necessary space for our students to learn and explore STEM concepts every day. In addition to this, FXW students have multiple opportunities to explore and understand the world outside of the classrooms and labs. Our Kindergarten students, for example, study force and motion and then go to a bowling alley for a fun, real-world example of those concepts in action. There are also numerous field trips to many of the great scientific museums and resources in the city, including the Peggy Notebaert Nature Museum, Kohl's Children's Museum, and the Sod Room.

There are also several major projects that begin in the classroom or lab, and then allow the students to bring their finished products beyond that space and present their work to a wider audience. This provides an important element of authenticity—by offering an engaging and informative experience for others, the process takes on a greater sense of purpose.

In the pages that follow, we profile three such projects: the 2nd Grade Cardboard Challenge, the 5th Grade Invention Convention, and the 8th Grade Roller Coaster Rally. All three focus on developing STEM skills and knowledge, but perhaps even more importantly the students also work and learn together throughout a fun but complex process.

With our rapidly changing and developing world, skills in these areas seem more relevant than ever before, not only to prepare for the job market but also to be able to function efficiently and effectively in any field.



Second Grade Cardboard Challenge

Take a curious and creative nine-year-old, give him a summer filled with a seemingly endless supply of cardboard boxes and unstructured time, and what do you get? For one California boy, the result was a whimsical, elaborate arcade, filled with games, tickets, and prizes—and constructed almost entirely out of cardboard. His efforts captured the spirit behind the “maker movement” that has become so prevalent in scientific thought and education in recent years and, through some fortuitous circumstances, his story became an Internet sensation (search “Caine’s Arcade video” to see more).

As an independent school, FXW uses the Next Generation Science Standards (NGSS) and Common Core Standards as a baseline, and we then develop our curriculum to integrate and expand upon those principles. As Ms. Mosshammer explains, the NGSS focuses much more on process than on content; “learning scientific skills is much more relevant than memorizing definitions,” she says, “and by practicing those skills over and over, the students absorb a great deal of content along the way.”

Following this hands-on, learning-by-doing approach, and using Caine’s Arcade as inspiration, Ms. Mosshammer developed the 2nd Grade Cardboard Challenge three years ago. The students first watch the video and then begin the brainstorming process; the projects are not limited to arcade games, but each year many do choose that route. Students work in groups, ranging in size from as few as two students to as many as ten, based on ideas and interests. Frequently there is even collaboration across classrooms, with two or more groups coordinating their efforts to create one massive project.

Ms. Mosshammer wants the students to think through the problem from start to finish, experiment with different approaches, observe and understand what works and what does not, and then make adjustments.

The story of Caine’s Arcade inspired science teachers across the globe, including OSP science teacher Lindsay Mosshammer. At our OSP campus, the Kindergarten and 1st grade teams teach science in the classroom, with the primary focus on building scientific awareness and vocabulary and fostering excitement for the subject. Ms. Mosshammer then teaches all 2nd and 3rd grade science classes; the 2nd graders come to her lab for 30 minutes four times each week, and the 3rd grade students meet for 45 minutes four times per week.



SCIENCE IN ACTION



The construction does not, of course, always go according to plan, and this provides another learning opportunity for the students as they must be flexible in the moment and make adjustments on the fly.

The students have two weeks to discuss, design, model, and test their product. The process is key. Ms. Mosshammer wants the students to think through the problem from start to finish, experiment with different approaches, observe and understand what works and what does not, and then make adjustments. "Our classroom has to be a completely safe space in which to make mistakes," she says. "I am a huge fan of that type of failing, because that is how you learn."

There are, of course, additional benefits from working in a group and learning collaboration skills. Planning and organization are also very important: students can request non-

cardboard materials and tools from the science lab's new Maker Space, but they must do so ahead of time. When the week of the build comes, all of their supplies must be packed and ready to go on Monday morning. An additional layer of authenticity comes from the fact that their peers, their schoolmates from other grades, and their parents will all see and engage with their product, providing an extra and exterior motivation for the students.

For safety reasons, parent volunteers handle the bulk of the construction, with the students acting as project engineers. When the two-dimensional design that they have drawn on paper comes to life in the OSP gym, "the

students are so proud of themselves," Ms. Mosshammer says. "Having gone through such a complex project, there is an amazing feeling of accomplishment." The construction does not, of course, always go according to plan, and this provides another learning opportunity for the students as they must be flexible in the moment and make adjustments on the fly.

Like much of the 2nd and 3rd grade science curriculum, the focus of the Cardboard Challenge is on depth, not breadth. For more than two weeks, the students focus their energies—scientific, creative, and social—on one project. As a result, they gain not only important technical skills, but valuable life skills as well.

Fifth Grade Invention Convention

The Invention Convention has been a mainstay of FXW's 5th grade curriculum for many years. The goal is to experience first-hand science at its most fundamental and beneficial level: identify a problem, brainstorm a solution, and then design, build, test, and modify that solution.

In the early years of the Invention Convention, there was a focus on the product, with the simple (and sometimes not-so-simple) machines and mechanisms being the goal. As with the 2nd Grade Cardboard Challenge, and with the advent and implementation of the Next Generation Science Standards, the emphasis is now more on the process, stressing "science as inquiry." Fifth grade science teacher Elizabeth Lowery has learned that the more independent the students are—and, often related to this, the simpler the project is—the more they benefit from this month-long project.

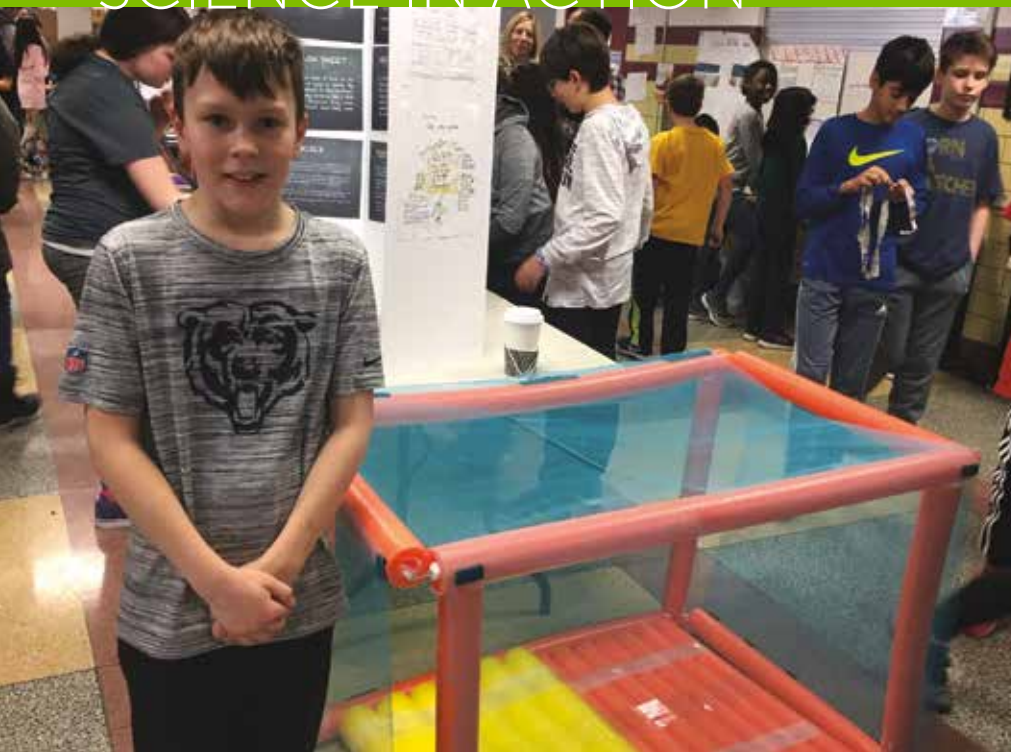
Ms. Lowery sets very clear ground rules and safety rules at the beginning. "I establish the expectations and give them the resources, and then let them do it," she says. As a result, "the classroom can be noisy and look messy," but making mistakes and starting over is a key part of the learning process, especially scientific learning, and she has learned through the years to trust that process.

The first step in the project is for each student to choose a problem to address, and this is an obvious area where their own interests and experiences can play an important role. One student this year, for example, focused on "smart home" advances (things like remote control features and safety devices) for the elderly because of a concern for her grandparents' independence and well-being. Another developed a shoe with a secret compartment for valuables after witnessing a pickpocketing in a park near his home, and another designed a fidgeting device that fits on the end of a pencil, knowing that he and others could benefit.



The goal is to experience first-hand science at its most fundamental and beneficial level: identify a problem, brainstorm a solution, and then design, build, test, and modify that solution.

SCIENCE IN ACTION

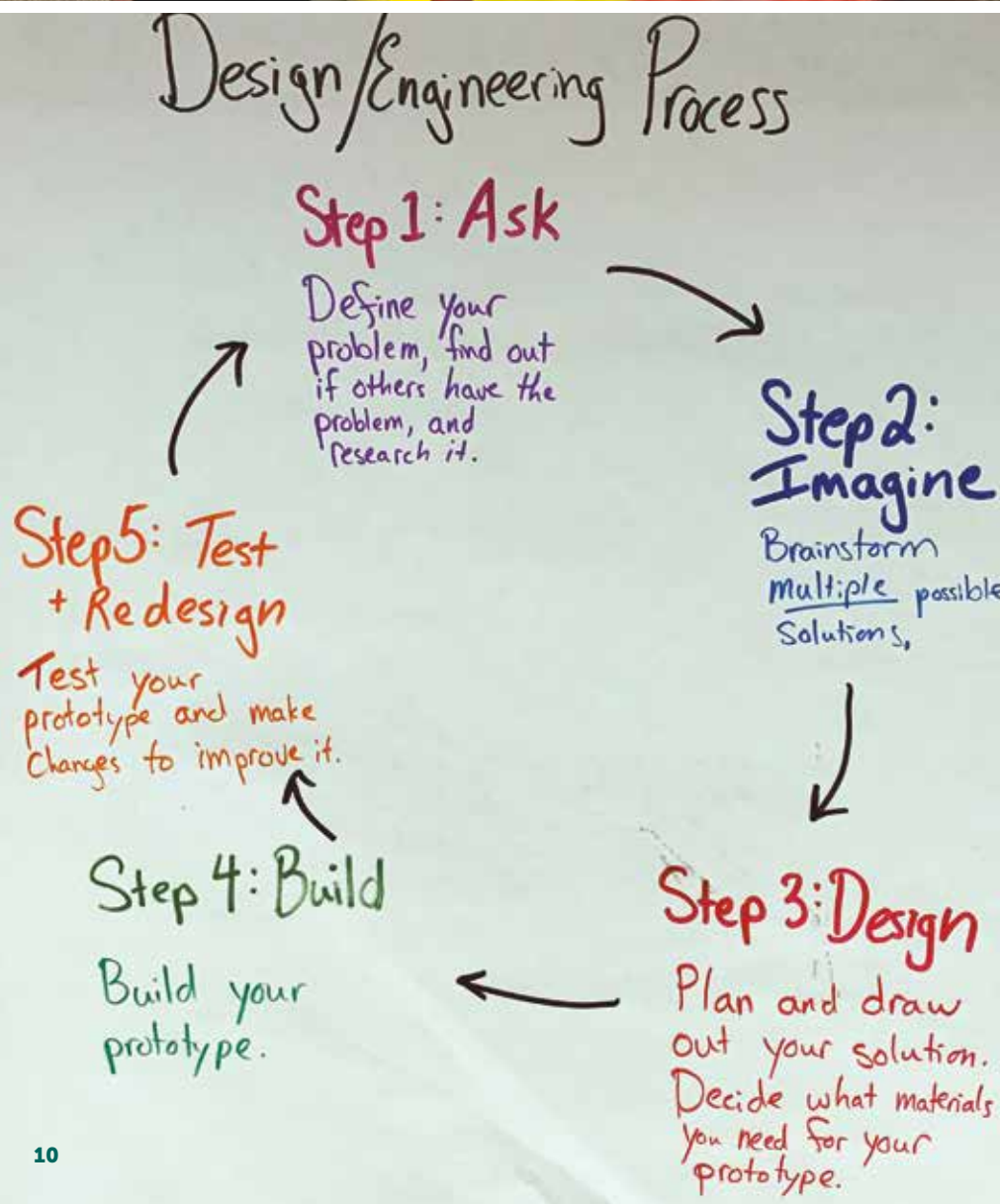


After choosing a problem, the students then brainstorm solutions. They are asked to come up with one potential solution on their own, and then add four more possibilities based on conversations with and input from their classmates. This collaboration and sense of community, according to Ms. Lowery, is one of the reasons that the Invention Convention works so well within the FXW environment. Even though the students are working independently, there is also a great deal of cooperation among them—"they give compliments, offer ideas, and interact in that special FXW way," she explains.

The design, construction, and testing of their prototypes comprise the bulk of the project, and the testing process, according to the students, is both the most exciting and most challenging component. Almost all the students go through several redesigns—taking feedback seriously—and all are motivated to make something both beneficial and enjoyable.

The final step in the process is the presentation of the products to other students and to parents. This is not only the last step but also the culminating one, allowing the 5th graders to bring their new knowledge out of the classroom and present it to a new audience. The genuine interest and support from the other students and parents—another FXW hallmark—is another important component in the Invention Convention's overall success. Regardless of the efficacy of their prototypes, and due in part to this very receptive audience, the students feel a great sense of pride in their work, and their products are all, by every measure, complete successes.

The presentation to other students and to parents is a critical component of the learning process.



8th Grade Roller Coaster Rally

FXW students begin a physics unit in early March each year. After learning about basic physics concepts—like gravity, inertia, potential and kinetic energy, and the relationship among force, mass, and acceleration—the students put their new knowledge to the test in the annual Roller Coaster Rally. The goal is to demonstrate the concepts and apply them to a working model roller coaster.

After dividing into groups of three or four, the students begin to brainstorm ideas and details for their coaster. After coming up with an original concept, the students then draw a blueprint which must be to scale. The next step is to create an “artistic rendition” of the coaster, which serves as a sort of advertisement for their idea. Thus, before construction even begins, the students use math skills for the scale drawing and artistic and creative talents for overall concept and the artistic rendition.

The 8th graders generally have 10 to 12 class periods to work on all aspects of the project; all the work is done during school hours. Ms. Meagan Dimit, the 8th grade science teacher, provides basic supplies, including cardboard, paint, tape, glue, and various tools, and some groups choose to supplement the supplies with things like plastic tubing to simulate the coaster track. The construction process, explains Ms. Dimit, involves a lot of “trial and error. That is the most effective approach to this project because we are able to talk through what works and what does not and then figure out why.”

After the project has begun but before construction is complete, the students embark on a class trip to Great America for the amusement park’s annual Physics Day. The park is only open that day to teachers and students currently studying physics, and in addition to experiencing the concepts in action while riding

Thus, before construction even begins, the students use math skills for the scale drawing and artistic and creative talents for overall concept and the artistic rendition.

The project begins with a blueprint and an artistic rendition of the roller coaster.



SCIENCE IN ACTION



Some team members may focus more on the creative elements while others take the lead with the mathematical calculations, but the most successful projects, Ms. Dimit says, “are the ones in which all of the students participate in real, significant ways.”

the coasters, there are also various educational seminars on the engineering of the rides and the physics behind the roller coasters. The timing of the trip allows students to understand the concepts more deeply and then make adjustments to their models, which Ms. Dimit has found to be a very effective learning tool in addition to being a fun day. “When we get back, I hear lots of students referring to what they learned in the seminars or saw on the rides themselves.”

On the day of the Roller Coaster Rally, the students present their finished products to their classmates and students from other

grades as well as to parents and staff. The most fundamental goal is for the simulated car—typically a small marble—to complete the entire course. The students also prepare a slideshow detailing various mathematical calculations, such as speed at various points along the track, and must be prepared to discuss the underlying concepts and the challenges they faced in the design and construction. To provide further incentive, volunteer judges consider all these factors and award a prize to the top team.

As with the Cardboard Challenge and Invention Convention, the Roller Coaster Rally provides a dynamic opportunity for the students to learn

by doing and, like with the other two projects, the final presentation to an external audience motivates the students in practical, real-world ways. For Ms. Dimit, the group dynamics are also a key learning component, reinforcing the collaborative tools that students gain over the course of their FXW experience. Some team members may focus more on the creative elements while others take the lead with the mathematical calculations, but the most successful projects, she says, “are the ones in which all of the students participate in real, significant ways. That way, everyone learns and everyone has fun!” ■

Do You Like Toys?

As part of their study of force and motion, this year's 3rd grade class did something special. After learning that the Kindergarten students were also studying these topics in science, the older students decided to build toys for the younger students that would illustrate these concepts.

The first step was to conduct a "toy market research survey" through which the 3rd graders learned more about the likes and preferences of each Kindergarten class. The older students then designed and constructed toys that could be pushed or pulled to create movement and that addressed the stated interests of the younger students.

One class, for example, expressed an interest in magic, so their 3rd grade toy makers used what they had learned about the repelling and attracting forces of magnets to create cars that would move when a "magic" wand was pointed at it. Another group liked both Harry Potter and cats, so the students created a Quidditch match that included Harry PAWter and Drace MEOWfoy. In addition to the market research, the 3rd graders also came into the Kindergarten classrooms partway through the project to show their progress and make modifications, and then again at the end to reveal the finished projects. "The connection between the grades was so special," says science teacher Ms. Mosshammer, "and the Kindergarteners were thrilled when we came in."

This cooperative project is just one example of the many opportunities that students have to work with older or younger students during their FXW journey. These provide another layer to the "learning outside the classroom" experience, providing older students with a mentoring role and younger students a preview of what is to come. ■



ALL THE WORLD'S A... STAGE

At FXW, a well-rounded academic experience includes exposing all students—regardless of grade level or individual talent—to the arts. To enhance this experience, for many years FXW has partnered with Li'l Buds Theater Company, the brainchild of former FXW teacher Jeff Predmore, on a variety of projects at both campuses throughout the year, like residencies and workshops, special days, activities, and clubs.

Our partnership with Li'l Buds helps the School provide a rich theater component to our curriculum, which HNC Music Teacher and Liturgical Music Coordinator Diana Gokce believes is an important component of educating the whole child. "Theater is good for so many things," she says. "Social-emotionally and intellectually it's good for kids. It takes care of some of their need to move; it's creative and expressive. It's all just very important."

The arts—drama, music, and visual arts—form an important part of the curriculum for each grade level at FXW. The profiles below provide a sort of "bookend" perspective on this experience.

Kindergarten Musical: *At the Bandstand!*

Every year, our Kindergarteners have the opportunity to learn, practice, and perform a musical. While the show itself varies each year, the excitement around learning new songs and performing remains constant.

This year, the students produced *At the Bandstand!*, a 50s rock musical with popular songs like "Rockin' Robin" and "Shake, Rattle and Roll." Although the performance focuses on the music, with each Kindergarten class

singing one song in addition to an opening and closing piece sung by the entire grade, students do follow a script and have lines to memorize. Memorizing a line—and even performing with the group—can be a bit nerve-racking for some students, but OSP Music Teacher Shannon Bahr says they make sure to talk in class about ways to combat nervousness, including different breathing techniques.

"Performing is such an important skill," Ms. Bahr says. "Being able to learn good music and sing it in front of an audience is really important. And it's a confidence booster too!"

"Social-emotionally and intellectually it's good for kids. It takes care of some of their need to move; it's creative and expressive. It's all just very important."



ALL THE WORLD'S A... STAGE



A large group of students in various costumes performing on a stage. The costumes include a penguin, a cat in a red and white striped hat, and several in white tracksuits with 'ESW' and numbers. The background features large, colorful, jagged shapes.

ALL THE WORLD'S A... CLASSROOM

The Journey to Outdoor Ed

A two-hour bus ride to a neighboring state where you will spend three days and two nights with your classmates and friends playing games and enjoying outdoor activities may not seem like a major milestone. But for many of our 6th grade students, the Outdoor Ed trip to Covenant Harbor in Lake Geneva, Wisconsin, becomes a seminal moment in their FXW experience.

One of the main goals of the trip is to build a sense of independence in the students. Members of the 6th grade team and a few other teachers and adult chaperones

accompany the students, but no parents make the trip. For some of the children, this is the first or longest time away from home without a parent or sibling. It is also three days without their phones or any technology. The students ultimately handle all this with great success, but not without some initial trepidation by some, which of course adds to the growth and learning experience.

Another primary purpose of Outdoor Ed is to foster and expand the sense of community within the class. At this point in their careers, some of the students will be in their eighth year at FXW, while others will be much newer to the group, having transferred in the previous year or two; a few typically are even new in 6th grade, so they will have about two



ALL THE WORLD'S A... CLASSROOM

All agreed that Outdoor Ed provided an opportunity to get closer to their classmates, particularly those relatively new to the group, and created memories that they will share for years.



or three weeks under their belts before the trip to Wisconsin. As students navigate these middle school years, collaborating with peers inside the classroom and handling social dynamics outside the classroom take on an even greater importance, and the bonds that are formed through Outdoor Ed become a critical component of their success.

The itinerary for the three days includes low-ropes and high-ropes courses, fishing, canoeing, campfires, a night hike, archery, and a giant swing; students also have indoor and outdoor free time to play games and explore. There is, of course, a strong team-building aspect to many of these activities, and the teachers take care to group the students so that they are able to interact with a wide variety of their peers. The class is typically broken into six groups—with each given a name corresponding to a tree species on site—and students are grouped with a few close friends as well as some less familiar faces. There are also large-group activities, such as campfires and meals, and during these the students are encouraged to sit with different classmates.

In addition to the physical activity, the teachers and camp personnel highlight scientific aspects of the natural world around them, including the lake ecosystem and the nocturnal habits of some of the animals they may encounter during the night hike. There is also time for reflective journaling at the end of each day, and this year for the first time when students returned to campus, they used elements of photojournalism to produce coffee table books detailing the trip.

ALL THE WORLD'S A... CLASSROOM

The overall schedule—and even many of the camp personnel—has remained largely unchanged in the 20-plus years that FXW students have been travelling to Covenant Harbor, providing a comforting constancy to this school tradition. Despite the familiarity and the careful planning, however, there are the occasional bumps in the road. According to 6th grade teacher John O'Rourke, who has been on the trip 15 times, "we tell the students that there is no need to bring bathing suits, but one group always seems to get wet while canoeing." There are also often mixed reviews about the worms used during fishing, along with the occasional mosquito bite or skinned knee. Before going, some are hesitant about the food, "but they always love it and end up going back for seconds," says Mr. O'Rourke. "Like everything else in life, you get out of it what you put into it, but it always turns out to be an overwhelmingly positive experience for all of our kids."

This year's students concur. Despite the discussions beforehand, "you cannot really imagine what it's going to be like," reports one. "You just have to experience it!" Another adds that "the high ropes course is way bigger than I thought it would be." All agreed that it provided an opportunity to get closer to their classmates, particularly those relatively new to the group, and created memories that they will share for years. When asked what advice they would give to next year's class, they said, "Don't be nervous—you will have a great time!"

On the ride back to Chicago, Mr. O'Rourke likes to note how many of the students fall asleep on the bus. "They always come home happy... and exhausted!" It may be a short trip, but it is an important and memorable journey. ■

Another primary purpose of Outdoor Ed is to foster and expand the sense of community within the class.

Other Journeys

In addition to the 6th grade Outdoor Ed trip, our students participate in many other field trips, most in Chicago but several to more distant locales. Of the latter, two of the more noteworthy are trips to our state and national capitals.

Every spring, our 4th graders learn about the Illinois state government in their Social Studies classes. To bring what they have learned to life, the entire grade takes a trip to Springfield, where they have the opportunity to visit the important historical landmarks they have learned about in the classroom and even gain a sense of government-in-action.

This year, the students toured the Old State Capitol building (the site where both Abraham Lincoln in 1858 and Barack Obama in 2007 announced their candidacies for president), the Illinois State Capitol building (where our 4th graders even got to walk out onto the House floor!), and the Lincoln Presidential Library and Museum.

Our 8th Graders likewise have the incredible opportunity to witness what they have learned come to life on their culminating end-of-year trip to Washington, DC.

For three days, the 8th grade class immerses themselves in the rich history of the United States and experiences the fast-paced culture in our country's political center. This year, the students visited the Arlington National Cemetery and the Lincoln, Vietnam, Korean, World War II, Jefferson, FDR, and MLK Memorials. In addition, they toured the Smithsonian National Museum of African American History and Culture and the U.S. Capitol Building. And like all good tourists, they could not leave DC without photo-ops on the Capitol steps and in front of the White House! ■



ALL THE WORLD'S A... CLASSROOM

Exploratory Day

With FXW located in the heart of downtown Chicago, opportunities for educational and cultural enrichment are endless—and just outside the School's door. Once a year our 5th, 6th, and 7th grade students have the opportunity to use the city as an extension of their classroom through Exploratory Day. Groups of students are paired with faculty and staff members to spend the day exploring one unique aspect of the city—from the historic landmarks, to the food, to the arts.

The 2019 Exploratory Day options included:

Jane of the Jungle — A Day of Theatre and Art

In this exploratory, students had the opportunity to travel to a local theatre and view a professional performance of the children's play, *Jane of the Jungle*. Upon returning, students enjoyed lunch in the art room and explored the themes found in the play through the creation of a piece of art. Brought to you by Mrs. Lester and Mrs. Peterson.



Chicago Sports Extravaganza Adventures (grades 5–7)

Students took a tour to explore Guaranteed Rate Field, the home of the Chicago White Sox! They then headed to the Chicago Sports Museum. Brought to you by Mr. Bentley and Mr. Pascola.



Food Truck Creation/Cooking Demo (grades 6–7)

Students created a food truck project, traveled to Antique Taco for a cooking demo, and then came back to FXW to put the final touches on the project. Brought to you by Mr. O'Rourke and Mr. Mallers.



Art Ninja (grades 5–7)

The objective for this exploratory was to explore and showcase our natural talents. Students began the day getting physically fit and ended the day exploring our imagination with clay. Brought to you by Ms. Damper, Ms. Ramirez, and Mr. Schaldenbrand.



Saving Water Through Science

Become an environmental scientist for a day! Students traveled to Plant Chicago, a center that uses sustainable methods for food production, energy conservation, and material reuse, and performed experiments to learn about creating more sustainable systems for water use and food production. They also headed to the lake to collect and analyze water samples to learn about water filtration. Brought to you by Ms. Lowery, Mr. Van der Hout, and Mrs. Zelm.



Glass Collective

Students explored Chicago Glass Collective, a community-based art studio dedicated to celebrating the versatile medium of glass. They went through an educational workshop and had a hands-on experience working with glass. Brought to you by Ms. Morales and Mr. DeFayette.



ALL THE WORLD'S A... CLASSROOM

Amazing Race Chicago (grades 5–7)

Students explored downtown Chicago... amazing race style! Clues guided students through the city as they raced to various Chicago landmarks for additional fun facts and more clues. Upon their return the students created a slideshow of their adventures and enjoyed some Chicago-style treats. Brought to you by our Admissions team, Mrs. Smeaton and Ms. Staab.



Catholicism and the Arts (grades 5–7)

In the morning, students prepared for their two experiences: a walk to Loyola University Museum of Art to see the "Parade of Saints" exhibit, and then took a tour of the organs at Holy Name Cathedral, led by cathedral organist David Jonies. Students played the three organs and walked through the pipes to the Gallery organ. Brought to you by Mrs. Gokce and Ms. Cashman.



Virtual Reality Lounge (grades 6–7)

Explore the virtual worlds while seated, standing, or moving around. Students were at the center of a 360 degree world that they controlled and enjoyed a variety of games and simulators. Brought to you by Mr. Ripes, Mrs. Scallan, and Ms. Masanek.



Statue Stories and Walking Adventures (grades 5–7)

Across Chicago, 31 statues are talking. Pass a talking statue, swipe a device, and presto - you get a call from David Schwimmer as Cloud Gate, Shonda Rhimes as Miro's Chicago, or Steve Carrell as Man with Fish! Each piece of public art has a story to tell, and together they tell Chicago's story. On this walking adventure, students navigated their way to discover funny and interesting trivia about 17 Chicago statues from the museum campus to the Magnificent Mile. Brought to you by Ms. Ellison and Ms. Arl.



Dune Day (grades 5–7)

Students walked to Millennium Station and took the Metra/Southshore train line through the city into Indiana. They then hiked to the Indiana National Dunes where they saw Chicago from the other side of the lake! After exploring, hiking, and enjoying a picnic lunch, they rode the train back into the city. Brought to you by Mrs. Carboneto, Mrs. Wenc, and Mr. Miller.



Escape Room Extravaganza (grades 5–7)

The group had 60 minutes to find its way out of a mysterious room. This was accomplished by using logic, searching for clues, and using unique items in the room to help get through obstacles like locks and doors. Brought to you by Ms. Madden, Mrs. Schroeder, Mrs. Miller, and Mrs. Vaughn.



THE DAY IS NOT OVER AT 3:00 P.M.

For a majority of Frances Xavier Warde School students, their school day is not over at 3:00 p.m. In addition to 15 athletic teams, hundreds of students also take advantage of the School's Extended Day and Co-curricular Programs. Because of the carefully considered structure of the programs and the extent of options and opportunities available, "staying after school" has taken on a whole new meaning.

The feedback from all families who participate in these programs is overwhelmingly positive: the kids are having so much fun they do not even realize that they are still learning!

Extended Day Program

Nearly 350 students—230 at the Old St. Patrick's campus (OSP) and over 110 at the Holy Name Cathedral Campus (HNC)—are enrolled in the Extended Day Program (EDP) this school year. As the name implies, EDP is, in large part, a continuation of the school day with ongoing opportunities for academic growth and development.

At OSP, an Extended Day classroom looks and feels much like the classroom earlier in the day. A very similar co-teaching model is used, lesson plans are developed and followed, and the students are grouped with many of their same classmates. As with our Preschool Program, the younger students learn through play, while the older students have more

structured lessons designed to extend their learning through fun and interactive activities and projects. For example, 3rd grade EDP students might spend several weeks creating and performing a play, learning about and sharing all the different roles and responsibilities that are involved in a stage production.

The EDP students at OSP also have the opportunity to visit the library and the gym as well as play outside, and the 1st through 3rd grade students also have homework time built into their schedule as needed. A few OSP teachers also teach in the Extended Day Program, but most of the staff—25 teachers in total at OSP—work exclusively in EDP. Many are pursuing education degrees, while others are specialists in things like dance or acting or art, bringing a wide variety of talents and



THE DAY IS NOT OVER AT 3:00 P.M.

experience to the program. Beginning this year, an OSP teacher also serves as a mentor for each EDP grade level, ensuring a continuity of goals, expectations, and terminology between the school day and extended day.

EDP at the HNC campus is also based on the students' grade level. Extended Day at HNC offers a quiet place to work on homework and do other academic activities, as well as opportunities for quiet reading, social interaction, and recreation. Homework Club is also offered three days a week to provide additional support for our students. All of the Extended Day staff for 4th-8th grade students are HNC teachers, once again offering important continuity and support in a flexible environment that can be tailored to individual student needs.

Co-curricular Program

Operating separately from but in close conjunction with the Extended Day Program, the Co-curricular Program offers over 20 different clubs and activities for students at both the OSP and HNC campuses. As with EDP, the popularity of these options is very high: over 250 students on each campus participated in one or more co-curricular activities this past school year.

Most of the co-curriculars can be categorized as either academic—such as Book Club, Debate Club, chess, coding, and robotics—or fine arts, including band, chorus, and drama, as well as violin, piano, and voice lessons. Yoga and Girl Scouts are also available at OSP, while Comic Club and Digital Media Club are among the offerings at HNC. The School works hard each year to adjust and modify the choices based on student interest.

With some exceptions, most co-curriculars meet once per week for one hour. OSP has two sessions—fall and winter/spring—while HNC has scheduling options for the fall, winter, and spring. Many students take advantage of both co-curriculars and Extended Day, participating in a club one or more days each week and then finishing their day at EDP.



Many co-curriculars combine multiple grade levels, so students have an opportunity to interact with older and younger schoolmates. With such a wide variety, there are also many opportunities for each child to find success and a sense of belonging; for some, that may be through one of the academic offerings, while others may seek out and benefit from the creative expression available in an arts program. Students can pursue—or discover—a passion or gain practical experience with issues that will shape their world. To prepare for this season's activities, for example, the Debate Club members read through 300 pages of materials pertaining to immigration, giving them a depth of understanding that would be difficult to obtain in a typical classroom setting.

The old stigma of "staying after school" being little more than a free-for-all on the playground or in the gym is clearly not descriptive of our Extended Day and Co-curricular Programs. And with the growing importance played by these opportunities in the overall FXW experience, the School is committed to making sure that they are available to every student, and therefore offers financial assistance to those families who need it. The feedback from all families who participate in these programs is overwhelmingly positive: the kids are having so much fun they do not even realize that they are still learning! ■



34% of our students are in the Extended Day program



72% of our students participate on one or more athletic teams available to their grade



56% of our students participate in one or more co-curricular activities

MOTIVATED TO SERVE: WHAT WE LEARN

by Beth Amatangelo

Beth Amatangelo is a Preschool Teacher and is also the Coordinator of the Living the Legacy service program at FXW. She began her career at our Holy Name Cathedral campus in the mid-1990s, where she taught Preschool and then 2nd and 3rd grades. After several years in the Chicago Public Schools system, Beth returned to FXW as both a teacher and parent.

One of The Frances Xavier Warde School's charisms, or pillars, states that we are "a community that is motivated by faith to serve others." It is such a simple statement, yet there is so much meaning and intentionality behind it and it is such an important part of the FXW identity.

There are two major components of the FXW service ministry: all of our students, from Preschool through 8th grade, participate in projects as part of their school experience; many of our students and parents also take part in our Living the Legacy program (LTL), which provides 60-plus service opportunities outside of school hours. Each year we have around 30 community organizations with whom we partner, and our community performs nearly 9,000 total service hours each year.

We could devote an entire issue of Charism to our service activities, describing the incredible work done by our partner organizations and sharing stories of the many ways that we as a school family participate in these efforts. But because this issue is focused on how our students learn and grow outside the classroom, I will examine our service efforts from that perspective. The benefit is so clearly mutual; we are helping communities in need, but our community gains so much in return. One often hears the term "service learning," but what does that mean and, more importantly, what do we learn?

Learning About the Needs of Others

There are so many people in need in our city in so many ways and on so many levels. There can be a tendency, I think, to feel overwhelmed in the face of so much need.

One thing we do in response to that is to focus on specific populations—the elderly, the homeless, those with developmental disabilities, veterans, people who are isolated or hungry. By providing that structure and having each grade level focus on a particular population, our actions have more context. Our activities are not "random acts of

kindness" (which of course are valuable in their own right), but rather are done in conjunction with learning more about the group's specific needs. Our Preschoolers, for example, understand that other children their age might not have enough to eat on weekends, so the snacks and meals that they pack for Blessings in a Backpack have a real, tangible purpose. Likewise, our 2nd graders have several interactions with Misericordia throughout the year and come to know and appreciate the community that they are serving.

A central thread running through all of this is recognizing our blessings and building that sense of responsibility that comes from this—"to whom much is given, much will be required." Our students really gain that perspective and it is such an important part of the FXW education.

Learning About Our City

Through the Living the Legacy program, I am trying to emphasize the neighborhoods that we visit. Chicago is a city of neighborhoods and FXW is a big part of that mosaic, touching all those areas. When we talk about what we do, we should say more than "I helped clean a Big Shoulders school." I think it is important to also say where we are working—I went to Englewood, I went to Humboldt Park, I went to North Lawndale or Garfield Park or Ravenswood. Or I went to Lakeview, because there are needs there too; there are needs all over the city.

This year we worked with a great school in Englewood called the Academy of St. Benedict the African. It was an opportunity not just to serve but also to spend time in the heart of Englewood and to view that

MOTIVATED TO SERVE OTHERS



neighborhood through a different lens. It is so much more than what we see and hear on the news, and this gave us a chance to stand shoulder to shoulder with people who live there and hear their stories.

A few years ago, I went to a school in North Lawndale and as I was driving I noticed that there was no grocery or convenience store in the area; it was the first time that I was really aware of being in a “food desert,” and it was an eye-opening experience. So that is part of it too—we want to visit a variety of neighborhoods and learn more about all areas of the city in order to remove some of the negative mystique that the media portrays. But at the same time, we need to be aware of just how challenging living there can be.

Learning About Oneself

We take great care to make sure that all of our service activities are safe and age-appropriate. But at the same time, there can be uncomfortable elements, with students and even parents sometimes being asked to step outside their comfort zone. And that is a good thing. I always tell our volunteers that it is okay to be uncomfortable, it is okay to go somewhere or try something new—that is how you grow.

I have seen in my own children, after having participated in so many of these service opportunities, an increased maturity and confidence. They are better able to navigate our big, complex world, knowing when to be careful but also knowing not to be scared of someone just because he or she is different. And that is true of all FXW students. Gaining that sense of empathy, understanding your place in the world, and learning to interact in positive ways with people in all sorts of situations—those are such important life skills and are an integral part of educating the whole child.

For all of us who participate in these opportunities—students and parents—we gain a greater understanding of the human thread that connects us all. The similarities among us far outweigh the differences. We all want to feel safe; we all want food and clothing and a roof over our head; we all want a clean school regardless of our neighborhood. Seeing and sharing that connection with the communities that we work with—that is what LTL is all about.

Learning from Others

One of the great things about our Living the Legacy events is that students of all ages participate. So, depending on the particular project and the needs of our partner organization, there might be Kindergarteners and 8th graders there, along with every age in between. It is a great way for our students to connect with older and younger peers, and it also establishes bonds among parents who might otherwise never meet. The FXW community is so strong—like a second family—but that does not happen by magic. Our community is built through shared experiences and common goals, and our service projects are a central part of that.

It is always so rewarding to hear our alumni talk fondly about their service projects. They recognize and remember them as an important piece of their FXW experience; because they can so easily see the good that they are doing, and because they are sharing these new experiences together, they become great bonding moments. It is all part of their social-emotional development.

MOTIVATED TO SERVE OTHERS



A central thread running through all of this is recognizing our blessings and building that sense of responsibility that comes from this—"to whom much is given, much will be required."

I am so grateful for the opportunity to work with our families and with our partner organizations through Living the Legacy. It is invigorating to talk with our partners about their missions and to meet people who are so passionate about their work. At the Academy of St. Benedict the African, I met the principal, Pat Murphy, who has been at the school for 30 years—it is her life's work and everyone in Englewood knows her. And there is a police officer, Officer Cleary, who comes into the

school on his days off in order to spend time with the students. Those are the stories that we do not hear very often, and they are so inspirational. Working with and learning from such passionate people makes me love this city even more.

Service is ingrained into the life of FXW and into the lives of our students and alumni. I am proud of the good work that we do every year, and I am thankful that we learn and gain so much in return. ■

A great deal of thought has gone into creating meaningful, age-appropriate service activities for each grade level from Preschool through 6th grade. Each group focuses on a particular population or partners with a specific organization, so that students have the opportunity to learn about and work with a wide variety of people in need. When our students reach 7th grade, they are asked to perform a minimum of 15 hours of service with a group or population of their own choosing, and in 8th grade this increases to 20 hours.

Here are some of the areas of focus for each grade:

- Preschool students participate in Blessings in a Backpack in support of Maternity B.V.M. School
- Kindergarten students conduct a Thanksgiving food drive for St. Eulalia's Parish in Maywood and also learn about environmental issues in partnership with the Alliance for the Great Lakes
- 1st graders partner with Catholic Extension and this year conducted a "Change for Change" drive
- 2nd graders team with Misericordia to help people with developmental disabilities
- 3rd grade students learn more about veterans and work with a local VA Hospital
- 4th graders focus on the homeless and partner with the Mary and Joseph Shelter and the Night Ministry
- 5th grade students serve the elderly, including working with The Clare
- 6th graders join forces with Catholic Charities, focusing primarily on the homeless

WHAT FXW MEANS TO THE O'CONNOR FAMILY

The O'Connor family—parents Kelly and John and children Jen '06, Catherine '07, Megan (Meg) '07, and Daniel (Danny) '10—recently gathered to share memories of their days at FXW. In particular, they reflected on their experiences outside the classroom and the many ways in which FXW shaped their values, fueled their passions, and prepared them to succeed in high school and beyond.

After graduating from FXW, all four children matriculated to Francis W. Parker School. Jen then went to the University of Denver and now works as a television producer. Meg graduated from Lake Forest College and works in experiential marketing for the NFL, NHL, PGA, and others. Catherine and Danny both went to Syracuse University. Catherine works as a nonprofit and corporate event planner, and Danny works in sponsorship consulting and valuation in the sports and entertainment industry.

In addition to the children's school experiences, Kelly also worked at FXW for 10 years in the administrative office, as an assistant to Sue Sperling, helping Ms. Cashman with the high school process, and at the front desks at HNC and OSP.

Kelly: I remember when it all started: FXW held an open house in the evening, and John and I brought the three girls, a four-year-old and twin three-year-olds. They were hungry, tired, and cranky and certainly did not put on their best face. I remember saying to John, "You know what, let's just leave." But for some reason, Sue Smeaton [Director of Admissions] must have seen something in them because all three were admitted, and the rest is history.

Catherine: When I think back on the whole experience, the one word that keeps coming to mind is "fun." We were very well prepared academically. That is important of course, but it is almost a given—there was never any question that we would be ready for high school in terms of academics. And a big part of that was the relationships that we had with our teachers. We were totally comfortable approaching them in the classroom, but we also knew them outside of school. They knew us not just as students but as people, and that created such a comfortable, fun atmosphere.

Danny: I totally agree and building on that point, another important element was the emphasis that the school places on diversity and inclusion. The friendships that I was able to build with kids from other ethnicities and other religions and other backgrounds was just amazing. We do not choose our high school or college classmates or our work colleagues, so having that perspective and that experience, forming those bonds and seeing the similarities among us—that was such a big part of what made FXW so special and why we felt so prepared for high school and beyond.

"We Did Everything"

Meg: Another thing that stands out is all of the activities and the sports that we were involved with at FXW...

Catherine: It felt like every single one. We did everything!

Danny: In 8th grade, I was part of the first group at FXW to win a championship in track, basketball, and flag football all in the same year. I know they've done it since then, but I like that we were the first class to have completed that in all three sports. And just the camaraderie that it built, because there were so many of us that were on all three of those teams. I think I can still name everyone who was a part of the three teams.

Meg: Our entire family loves sports and I think that comes from our time at FXW. We were all involved in several different sports here and then that continued in high school, and I even played soccer in college. And now Danny and I are involved in the sports world in our careers.

Jen: In addition to the sports, I remember taking Japanese from Preschool through 3rd grade. I might not use it now, but I can still sing "Jingle Bells" in Japanese, and it's my hidden talent anytime anyone needs a fun fact about me!

Meg: I remember being in several school plays and Catherine helped to build the sets.

Jen: Yes, I was involved with stage production too, building the backgrounds and working the lights and music and switchboards. That certainly sparked my interest in film production and I use those same skills when I do live events for TV now.

WHAT FXW MEANS TO THE O'CONNORS

The friendships that we formed are another huge part of the whole FXW experience. I still talk daily with kids who I met at the LEGO box in Preschool.



Catherine: Another thing that jumps to mind is being in Student Council in 4th grade. I think that was just one year, but it felt like a very adult thing to do at that age.

Danny: I was also in chess club for a couple of years and also did judo for two years. I was in 3rd and 4th grade, and I was flipping my friends over and thinking it was the coolest thing in the world because it was so different.

Meg: We did such an incredible range of things! I remember the Chime Choir too, ringing bells at holiday programs.

Danny: Oh, and there was cooking class too. We got to use the school cafeteria after school, which seemed so cool. My 7th grade history teacher, Ms. Ward, taught me how to make brownies and risotto and I still have those recipes today. So many different life skills—the discipline and focus from chess and judo, the practical skills from cooking....

Kelly: They were busy!

Meg: It was awesome.

"You Don't Realize It at the Time"

Jen: There were all of the field trips too. One that I'll never forget was the 4th grade trip to Springfield—that was incredible.

John: I was the bus driver for one of the Outdoor Ed trips that they went on in 6th grade. I took some kids up and remember that the ropes course was pretty fun!

Kelly: With the green Ford Windstar full of sleeping bags?

John: That's right!

Danny: My FXW friends and I still bring up stories from Outdoor Ed. You can imagine putting fifteen 6th grade boys in a cabin and some of the things that might happen. I would love to go back and get all my friends together and spend a weekend out in the woods and do all these team-building activities again.

The O'Connor family in 2002 and 2016; in the bottom photo, from left to right, Danny, Kelly, Meg, Catherine, Jen, and John.

WHAT FXW MEANS TO THE O'CONNORS

Catherine: You don't realize it at the time, but in my work now we do a lot of the same sort of team-building activities, and it really brings me back to my middle school days and makes me realize that there was a reason and purpose behind everything.

Danny: Things like Outdoor Ed also helped when we got to high school and had retreats and other situations where we had to interact with new people or people who we did not know very well. We were all totally comfortable in that environment and were able to make friends and get along with the others right away.

Meg: Also, one of the reasons that our family is still so passionate about helping people comes from all of the service trips that we did at FXW. That started young, packing lunches or going to visit the elderly at Warren Barr...

Catherine: Yes, we would do that once or twice a month. And we also worked with Catholic Charities, and now I'm connected with them again as a nonprofit event planner and I see FXW references there all the time.

Meg: Those service experiences instill a great trait in everyone here. We had those projects in every grade and it stuck with us through high school—we all did various service activities at Parker, especially Jen and Danny, who went to Mexico several times with "Homes of Hope"—and it is a big part of who we are today.

"Something Completely Different"

Jen: When you think about all the different ways we learned at FXW—we didn't just learn by reading things out of a book. In 3rd grade, for example, we learned about Native Americans and we picked someone from that era and became those characters. We studied them for weeks and weeks, and then we dressed up like them and portrayed them in front of the class. I was Sacagawea—I'll never forget that.

Danny: Yes, and I remember breaking your Sacagawea costume the morning of your presentation—sorry about that!

Catherine: These big projects didn't just come when we were 7th and 8th graders. I think Hero Day was in 2nd grade, when you picked someone from history and became that person. Meg and I chose Orville and Wilbur Wright, and people came up to our station and we would explain who we were, when we were born, what we did, and so on. We even built a model airplane out of toothpicks. Dad might have helped a little with that!

Danny: There was also the Medieval Fair in 6th grade. We each picked a character from medieval times and then created a whole backstory and did presentations in character. I was a king, and I had to talk about my fake life in front of 8th graders and in front of 2nd graders and to parents whom I had never met before. All of those situations definitely gave us confidence to speak in front of people.

Jen: I was the Queen at Medieval Fair! And I totally agree—there were so many non-traditional ways of learning; it seems like there was always something completely different. I remember the Invention Convention, where you had to pitch yourself and pitch your invention to adults and to your classmates. Like Danny said, we did it so often and in so many settings that we became very comfortable speaking in front of a group. And that helped me with my interview to get into Parker and then later into the University of Denver, and it helps me today when I pitch TV shows.

Danny: There was also the morning broadcast, which I was involved in during 7th and 8th grade.

It was basically all student-run. Teachers supervised us and helped us set up the equipment, but the on-camera talent and the people running the cameras and soundboards were all students. I remember being the news anchor for the day and broadcasting to the entire school. And there was also the post office that we ran in 2nd grade, sorting and distributing letters, handling money, doing everything. What great opportunities to learn!

Top: Danny at the OSP Art Fair

Right: Jen was the Queen at the Medieval Faire



WHAT FXW MEANS TO THE O'CONNORS

Meg: There were also things like reading buddies, which allowed us to interact with older and younger students and was another way of learning important life skills. When I was in 8th grade my reading buddy was in 1st grade, and then just recently I ran into him at an FXW alumni event. I said, "Hey, you were my reading buddy, right?" and he remembered it, as well.

"That Passion Started at FXW"

Jen: Another great activity, which we did in 2nd and 3rd grade I think, was something called Child's Play. It was an outside group that came to FXW every year, and before they came we would work on our writing skills and then draft plays and submit them to Child's Play. They would pick three or four plays and then we would spend weeks rehearsing and performing those student-written plays. It was a great way to practice your verbal and written skills, and I think that is part of the reason why that we are in our chosen fields today.

Catherine: We also worked at the Hyatt Hotel in hospitality for an entire day—another one of those really different experiences—and today I am in hospitality...

Meg: And as I mentioned, my experience participating in sports at FXW and then in high school and college led me into sports marketing.

Jen: When I was in 3rd grade, I asked my teacher, Miss Erin, if I could bring my video camera into class because that was something that I was interested in. I filmed a couple of days of school and then put together a little video, and then did the same thing every single year from 3rd grade all the way through 8th grade. I brought in my video camcorder and would create a video for that year. That really started my entire career as a television producer, and that passion began in 3rd grade at FXW.



Catherine (left) and Meg celebrating another successful season.

"Truly Like a Family"

Danny: The friendships that we formed are another huge part of the whole FXW experience. I still talk daily with kids who I met at the LEGO box in Preschool. And my best friend's parents are best friends with my parents, and we all hang out together, we'll have summer barbecues together, we'll go to each other's houses for holidays, we'll send gifts. I'm also comfortable talking to my sisters' friends because I knew them and would hang out with them in middle school and then in high school and college.

Meg: That's right. It's not just that Catherine and I are still close with the girls from our class; it's the whole family and the families from Jen's and Danny's classes too. There was such a supportive atmosphere—we would go to games even if none of us were playing, just to be part of the crowd and cheer on other FXW kids. We got so close to everyone by doing that. It was truly like a family.

Jen: We all still have best friends from FXW. They were our best friends since Preschool, and they still are today.

Danny: A classmate of mine, Johnny Franklin, came back to FXW recently to give a speech

as part of the Maggie Daley Speaker Series. And I honestly can say that I haven't seen him in at least eight years. But I came for his talk and when we saw each other we sprinted across the room to hug, and it was like, "What's up, man, what are you doing?" The wall was completely taken down, there was no awkward catching up at all. We were immediately back in FXW mode and we had this great, long conversation, as if we had seen each other last weekend. Those friendships certainly are for a lifetime.

Catherine: To add to that point, we have been to several FXW reunions; I will tell a college friend or a co-worker and they'll say, "What are you talking about? Your middle school is having a reunion?" And my response is always, "Yes, and I'm so excited!" Like Danny said, even if you haven't seen someone in years it all goes back to normal very quickly, and it's so fun to catch up with them. Plus, I'm not just looking for my best friend from 6th grade—we are able to connect with everyone who goes to these reunions.

Meg: That just doesn't happen at other schools.

WHAT FXW MEANS TO THE O'CONNORS

"We Never Wanted to Leave"

Catherine: The 4th grade clap-out, when we moved from the OSP to the HNC campus, was another unique experience. Even though it was probably only 20 minutes on the last day of 4th grade, they made it very special.

Meg: Those are the things you remember forever. And when we shared our portfolios, we had a lot of pride in the drawings and art projects and poems that we chose. There was an element of surprise too—what do you want to put in your portfolio to show to your parents? I'm not saying the O'Connors' art projects were especially great...

Catherine: But none of this was about putting test grades in a report card — that's huge.

Meg: No, it's just showing your work and allowing you to have the confidence to say, "this is my work, this is what we've been doing. I think that's really unique and special."

Jen: I will never forget my 8th grade graduation. It was more than one day; it felt like it was an entire week. We went on a boat cruise, we had luncheons, we met with teachers one-on-one, we had a chance to spend time with classmates; it was so special that the school cared so much to celebrate us that way. And I took all the footage that I had shot since 3rd grade and made a video for graduation, so it was one final time to explore my passion. I felt so supported and loved.

John: As I'm listening to all of you, I have to say that this conversation will become one of my favorite FXW memories. It's amazing to listen to everything that the FXW family did for our family and hearing it all is very special. There are too many memories, but today is near the top.

Kelly: John and I are both originally from Denver, and our families kept thinking that someday we would move back. But once the kids started school, that really kept us here. Because of FXW, we never wanted to leave! We can never thank the FXW community enough for all the love and support, but we all try to pay it forward. ■



THE FXW JOURNEY



Several years ago, members of the School community gathered to discuss the characteristics of FXW students and alumni. Inspired by the structure that is common in Jesuit schools, the group focused their efforts on creating a profile of the FXW graduate at the time of graduation, or “grad at grad.”

It quickly became clear that academic preparation is critical but only provides one portion of the picture. A more complete profile, they realized, must also include a sense of the graduates’ character, values, and moral and religious grounding. What type of person is she, and how is she prepared to succeed in high school and beyond? How are we preparing our graduates to be positive, productive, conscientious citizens of the world?

Through this work, our four charisms emerged. Faith, service, inclusivity, and academics are our cornerstones, and these elements—taken together—provide the most complete portrait of the FXW grad at grad. Grounded in faith and open to all faith traditions; committed to serving others in every way possible; raised in a diverse and inclusive community that has become a second family; and prepared academically to be a lifelong learner and leader. Each component is critical, and none is more important than any other. Moreover, the charisms work together, not in isolation, each informing and inspiring growth in all the others. In this way, our graduates become living embodiments of our mission.

But how do our students arrive at this point? For many of them, their FXW journey lasts nine, ten, or even eleven years. Each year sees significant growth and development, and every grade could correctly be called a “milestone” year.

To provide a snapshot of this progression, we are profiling 1st, 4th, and 7th grades. By looking closely at all aspects of these three grades we do not intend to single them out in any way, but rather hope to provide a comprehensive look at certain key steps in the incredible journey that is the FXW experience.

“The students are very honest—you always know what they are thinking and feeling, and every day brings something new.”

—Ewa Sieminska, 1st Grade Teacher

“Our 4th graders are in that perfect sweet spot, combining the joy and innocence of youth with the independence and discovery of adolescence.” —Beth Quinn, 4th Grade Teacher

“They make me laugh! The 7th graders have a great sense of humor and are also able to laugh at themselves—when they make a mistake, they move on and move forward.” —Dennis Bentley, 7th Grade Teacher

GRADE ONE



Structure and Schedule

- Co-teaching model allows for more individual attention
- Morning Meeting sets the tone for the day and allows students to participate through particular jobs (update the calendar, review the day's schedule, identify the weather, etc.)
- First year without rest time (but do have free choice play time in the morning and relaxing activities after lunch to help ease the transition)
- Students spend a maximum of 15 minutes in any one spot to accommodate their need for movement
- "Core" classes include math, reading, science, and social studies; "Specials" include art, library, music, PE, religion, and Spanish

Highlights

- Field trips include Safety Town, the Adler Planetarium, Kids Science Lab, and Wrigley Field; students also often go to a play
- Write, produce, and perform the "1st Grade Ensemble"
- Partner with an 8th grade "reading buddy"
- Celebrate the end of year with a gathering in the park to culminate American Symbols unit

Children at this Age...

- Seem to be always in a hurry
- Are curious but may be reluctant to try new things/afraid to make mistakes
- Are still very self-centered, but are beginning to gain an increased awareness of others
- Have a great sense of humor and are very open and honest

Cognitive Development

- Throughout the year there is a transition to a more academic approach to learning
- Students are learning to read and are divided into 4 literacy groups to give teachers the flexibility to meet students where they are at and get to know them individually as learners
- With the new math curriculum, learning is much more collaborative and open-ended, allowing students to gain confidence and discover strategies that work for them

Social-Emotional Development

- Teachers work with students to build resiliency and try new things; the goal is not perfection
- Encourage both self-advocacy and advocacy for others; share feelings and try to address issue peer to peer first
- Lots of modeling and play-acting to give students the language and skills to deal with difficult situations
- Build a belief in "restorative justice"—there can always be a fresh start

Physical Development

- Still developing gross and fine motor skills; handwriting, e.g., often improves dramatically throughout the year
- Don't always understand personal space
- Lots of movement in classroom and a wide variety of activities because of limited attention spans/patience

Living the FXW Mission

- Split into Moonbeams and Shooting Stars, begin to identify and define their own faith and also learn about and be open/curious to other faith traditions
- Partner with Catholic Extension for a big service project; students understand what it means to serve both within the FXW community and also outside the community; first year that students think of creative ways to raise money/awareness
- Many students/parents participate in Living the Legacy projects outside of school hours and then share their experiences with classmates

Some Major Goals/Milestones

- Students become prepared academically and physically to sustain a whole day of learning
- Social-emotional toolbox grows and develops dramatically
- Students learn to express themselves, verbally and in writing, in much greater detail
- Gain a greater sense of independence and responsibility; self-advocacy grows
- Personalities develop and flourish, and often the quietest students become the most vocal
- Students love school at this age—teachers foster and grow this love of learning

GRADE FOUR



Structure and Schedule

- First year at HNC campus; students adjust to new faces and new environment quickly
- Second year of having one primary teacher (FXW uses co-teaching model from preschool through 2nd grade)
- Last year of spending majority of the day with one teacher (subject specialists begin in 5th grade)
- Schedule varies throughout the week, but math and ELA meet every day; specials include art, music, PE, religion, and Spanish
- Class time is divided between independent and collaborative work; lots of movement from carpet to desks to groups

Highlights

- Day trip to Springfield culminates Social Studies unit on Illinois/Lincoln
- 1:1 iPad program but the devices stay in the classroom
- Students visit a homeless shelter as part of the service focus
- Perform plays in the auditorium

Children at this Age...

- Have a strong sense of fairness
- Are beginning to be more aware of current events and social issues
- Still are building patience/perseverance; most cannot stay on one task for more than 20 minutes
- Are transitioning from being young children and are becoming more independent and mature; the transition takes time and happens at different rates for different children

Cognitive Development

- Students are more able to think abstractly and make connections/inferences
- Now are "reading to learn" (rather than "learning to read"); can recognize and discuss themes in literature
- In math, learn long division and other more abstract concepts
- Enjoy discussions and presenting to peers and are very receptive to learning from others

Social-Emotional Development

- Start narrowing peer groups and forming new friendship groups; teachers focus on avoiding unintended cliques
- Maturity is developing and many may be eager to "be an adult," but there are still frequent emotional challenges and one-on-one support is needed, particularly early in the school year
- Students have "integrity talks" during which they discuss their feelings and things that may be bothering them; they are encouraged to take greater ownership of feelings and behavior
- Independence, executive functioning, and problem-solving skills all develop over the year; students are able to be more responsible for their homework, schedule, etc.
- Many are texting and some are starting to use social media; parents need to be aware of screen time and device use

Physical Development

- Wide range of physical development; some are beginning to enter puberty while others are still several years away (and there may be self-consciousness about this)
- Generally very active and energetic, although there are increasing numbers across society who are not getting enough sleep
- Most fine and gross motor skills are in place; some students still need handwriting and other fine-motor support
- Becoming more curious about relationships between boys and girls

Living the FXW Mission

- Service focus is on homelessness, including support of and visit to Mary and Joseph Shelter
- Moonbeams study the structure of the Catholic Church and make their own rosaries; Shooting Stars learn more about American Protestant faiths
- Moonbeams and Shooting Stars teach each other what they have learned and enjoy learning about other traditions
- Very welcoming of new students; help each other transition to the HNC campus

Some Major Goals/Milestones

- School is a fun and safe place, and students form close bonds with teachers and classmates
- Students gain significant independence during the year and further define their identity
- Focus and stamina increase, able to concentrate for longer periods of time
- Academic output is more detailed and nuanced
- A great deal of attention is paid to social dynamics, kindness, and inclusivity

GRADE SEVEN



Structure and Schedule

- Day begins in Homeroom with prayer, the Pledge, announcements, and schedule changes
- Typically have an 85-minute block for core classes in the morning and another 85-minute block in the afternoon
- First year that students have a separate STEM class; focuses on project-based learning and creative problem-solving
- Specials include art, liturgical music, music, religion, and Spanish or French (students choose between Spanish & French in 5th grade); guided study is also available to provide additional resources

Highlights

- Fall and Spring trips to Irons Oaks for team-building activities
- Produce and perform an "Off Broadway" concert
- Host a Film Festival; go on a field trip focusing on art; participate in Exploratory Day
- Begin self-reflection and planning process for High School
- First year that students attend dances

Children at this Age...

- Are sensitive to what others think of them and are very self-aware; seemingly little things matter a great deal
- Explore personal values and morals; they are discovering and developing their voice and can be opinionated
- Have an increased need to assert their independence and seek privacy
- Are often sassy but in a fun way and have great senses of humor
- Frequently question things and think critically about the world
- Have lots of screen time and are involved in many activities at school and outside of school; as a result, many do not get enough sleep

Cognitive Development

- Move from literal to metaphorical understanding
- Develop the ability to ask better questions and to think more logically/sequentially
- Become better able to problem-solve on their own and take ownership of their academics; executive functioning (organization, studying for tests, using assignment notebook) improves
- Use research and evidence to support their thinking and writing
- Are better able to collaborate effectively with peers
- Academic highlights include pre-algebra, dissections, cardboard challenge

Social-Emotional Development

- Hormones and emotions begin to take center stage; teachers emphasize the power of words and lead a unit on self-perception and perception of others
- Developing relationships within and across gender groups
- Social media is a central part of their lives; teachers and the school work with parents to understand the ramifications and to use technology effectively and intentionally

- Students gain an increased ability to express themselves and communicate their feelings
- Students, parents, teachers, and staff work together to lessen the anxiety that can come from the high school selection process
- The transition to becoming a young adult can be rocky, but students tend to blossom by the end of 7th grade and through 8th grade

Physical Development

- Size and maturity vary widely and students are very cognizant of differences
- Students are still learning about personal space and social norms
- Most fine and gross motor skills are in place
- Things like flexible seating appeals to students' sense of maturity and independence; organizational and executive functioning skills improve
- Very active and energetic, but general societal pressures and practices can lead to anxiety and reduced sleep

Living the FXW Mission

- In religion, the Moonbeams prepare for Confirmation and emphasize the life of Jesus and the saints; the Shooting Stars curriculum includes units on Hinduism and eco-spiritualism
- First year that students choose their own service focus, picking organizations and areas of focus that are important to them
- A great deal of focus is placed on kindness and putting others first; teachers emphasize using language of inclusivity
- Flexibility in religion and advisory curriculum allows teachers and students to bring up and address issues as they arise

Some Major Goals/Milestones

- Significant development throughout the year in maturity and intellectual and physical growth
- Stamina and determination also grow, and students gain more confidence in themselves; important steps are taken to build resiliency and life skills
- Leadership, independence, and problem-solving skills are emphasized, preparing students for 8th grade
- High School process begins in earnest; plans and priorities are established and academics are emphasized

FINDING SUCCESS IN HIGH SCHOOL

“Success is a journey, not a destination. The doing is often more important than the outcome.” —Arthur Ashe

There are many variations of the quote from tennis great Arthur Ashe, all offering the same general advice: we should focus our efforts more on the process than the product, making the most of each moment rather than simply pointing toward a desired outcome. This guidance applies to many aspects of our lives—including the FXW journey which, ultimately, culminates in graduation and then high school.

The FXW High School Guidance Team, led by Brigid Cashman and including Meagan Dimit, Kendall Mallette, and Andrew Miller, begins the high school selection process with a parent meeting near the end of the 6th grade school year. During 7th grade, students are asked to reflect on the characteristics they would like in their “dream” high school, and the Team holds separate grade-wide discussions for students and for parents to explore and refine the “best fit” options. The School also hosts both fall and spring Open Houses that allow parents and students to meet with representatives from high schools throughout Chicagoland and from across the country. During the spring of the 7th grade year and continuing into the summer, members of the High School Team meet individually with families to discuss application choices and logistics, and these conversations continue into the 8th grade year. The Team also sends monthly newsletters with important information regarding the application process and deadlines, scholarship opportunities, test prep options, and schedules for open houses, shadow days, and other events.



“The FXW team does an extraordinary job coaching students towards the best fit high school, and in turn serves as an invaluable resource for high schools as we work to capture a full and complete picture of each applicant.”
—Beth Carney, Director of Admissions at Saint Ignatius College Prep

The goal of this extraordinarily comprehensive approach is to ensure not only that each student is admitted to the best schools—however that is defined—but much more importantly, that each graduate enrolls at the school that is the best fit for her or him. In other words, the focus is on the journey—to and through high school—in addition to admission to a particular school.

To learn more about the high school admission process, we spoke to representatives from DePaul College Prep, Jones College Prep, the Latin School of Chicago, and Saint Ignatius College Prep. These schools are a representative sample of Chicago’s Catholic, public, and independent/private options and they, along with several others, are popular choices with our students. All discussed the types of students who thrive in their environments, as well as the characteristics of the FXW graduates who attend their schools.



“I entered Jones academically prepared, but I also had the wherewithal to communicate and interact with all different types of people and I had the ability to advocate for myself.” —Jaye Thomas FXW '14, Jones College Prep '18

Because it is a Chicago Public School (CPS) selective enrollment high school, the admissions criteria and process for Jones College Prep is quite different than it is for Catholic, independent, and boarding schools. While all agree that grades (particularly in 7th and 8th grade) and test scores are important factors, the latter schools look at many other factors in deciding whether to admit a student. These include:

- Kindness, strong moral character, positive contributor to the community
- Genuine understanding of and interest in the school and a commitment to its values and uniqueness
- Desire to become immersed in a variety of opportunities and a willingness to take risks and try new things
- Love of learning

FINDING SUCCESS IN HIGH SCHOOL

Private and independent schools and a few Catholic schools typically also ask for statements from the student, the parents, and two or more recommenders. The schools that our students apply to have no shortage of studious, academically capable applicants; what they ultimately seek, according to Sara Salzman, the Associate Director of Enrollment Management at the Latin School, is “someone you would want sitting next to you in class.”

Although each student is different, the schools that we talked with notice certain characteristics of FXW alumni. As Tom Kleinschmidt, the Director of Admissions at DePaul College Prep, says, “We know what we’re getting when we get an FXW kid.” Those traits include academic success; kindness and a commitment to service; a desire to become quickly involved in a variety of activities; leadership and confidence; and a comfort in a diverse, urban environment. “They are the type of students,” Mr. Kleinschmidt says, “who will shake your hand and look you in the eye. They always behave well—even when no one is watching.”

Just like the FXW experience, success in high school is much more about the journey than the final destination. “Success here is not solely measured by a GPA,” says Beth Carney, Director of Admissions at Saint Ignatius College Prep. “Academic fit is important, but the bigger question is, Has it been a happy four years? What happens in the classroom is important, but the ‘everything else’ is what makes St. Ignatius so special. Year after year, we see FXW alums engaging fully in the life of our school and developing as well-rounded women and men for others.”

Academic success plus “everything else” is a winning formula, regardless of the school, and FXW alumni are poised and ready to enjoy the journey and take full advantage of all that their high school has to offer.



“FXW graduates exemplify the type of Renaissance student that thrives at Latin.” —Sara Salzman, Associate Director of Enrollment Management at the Latin School



High School Choices... By the Numbers

Over the last three years...

- FXW graduates have been admitted to **45** different high schools and have chosen to enroll at 37 of those schools
- Approximately **60%** of FXW graduates attend a Catholic high school; frequent choices include Saint Ignatius College Prep, De La Salle, DePaul College Prep, Loyola Academy, Mount Carmel, and Trinity High School
- About **22%** of our alumni matriculate into CPS schools and the vast majority of those students enter one of the city’s 11 selective enrollment schools, including Walter Payton College Prep, Whitney Young Magnet High School, and Jones College Prep
- Approximately **13%** of FXW graduates select private or independent schools, with The Latin School being a frequent choice along with the British International School, Francis W. Parker, Morgan Park Academy, and the University of Chicago Lab School, among others
- **5%** of FXW graduates go to boarding schools or suburban public schools. Among the boarding schools, in 2019 our students were accepted at Cate School (CA), Choate Rosemary Hall (CT), Foxcroft School (VA), Kent School (CT), Lake Forest Academy (IL), La Lumiere School (IN), and Western Reserve Academy (OH)

MAGGIE DALEY SPEAKER SERIES



Dr. Jean Twenge & FXW Alumnus John Franklin

This spring, we welcomed the final two speakers in our Maggie Daley Speaker Series this year: psychologist and author Dr. Jean Twenge and FXW alumnus John Franklin.

Invited to speak by our Social Emotional Development and Technology (SET) Program, Dr. Twenge discussed her popular book, *iGen: Why Today's Super-*

Connected Kids are Growing up Less Rebellious, More Tolerant, Less Happy—and Completely Unprepared for Adulthood...and What That Means for the Rest of Us. She offered parents advice on how to help their children in the iGeneration—the first generation to spend their adolescence with smartphones—be happier and healthier during their tween and teen years. In conjunction with Dr. Twenge's talk, the SET program coordinated a School-wide Day of Unplugging, where we encouraged students to pursue technology-free activities.



John Franklin (pictured above center) was the first alum to be featured in our Maggie Daley Speaker Series. John was interviewed by 8th Grader and Student Council President Lily Hirt (above left) about how his FXW education prepared him academically, socially, and personally for high school, college, and the workforce, particularly his current job at Google in New York City. John emphasized to parents and students alike that success in the workforce—and in life—depends less on one's skill set and more on one's quality of character, which he credits FXW for helping him develop. "The most important lesson I learned at FXW," John said, "is treat others the way you want to be treated." ■



STEM NIGHT

On March 21, we hosted our third annual Family STEM (Science, Technology, Engineering, and Mathematics) Night at our Holy Name Cathedral Campus. We invited our students—along with their parents—to explore a variety of different hands-on activities. They constructed towers, bridges, shelters, and confetti launchers; programmed Cue robots, Bee Bots, and video games; explored density, chromatography, and magic in math; controlled laptops with bananas & celery and lightbulbs with lemons, and more. The evening was open to the entire FXW community but was geared primarily to our younger students and provided them a great first step in developing STEM-related skills. ■

GALA 2019: DREAMING WITH OUR EYES WIDE OPEN

On February 23, the FXW community came together for Gala 2019: *Dreaming With Our Eyes Wide Open*. Through the leadership of Gala Co-Chairs Sharon Gomez, Eileen McCann, and Bill Smith, the event was incredibly successful with over 800 in attendance and over \$850,000 raised for FXW! Held at a new location, the Marriot Marquis, the evening included a performance by the 2nd and 3rd grade choir, dinner, dancing, and both a live and silent auction—one of the largest to date with over 400 items! More than the total raised, the overwhelming love and support demonstrated for our School community was immeasurable. ■



CHILDREN AT THE CROSSROADS FOUNDATION SCHOLARSHIP DINNER

On May 3, supporters of the Children at the Crossroads Foundation (CATC) came together for the 29th annual Scholarship Dinner, held at The Ritz-Carlton Chicago. Through the generosity of our community, we were able to raise nearly \$600,000 to support scholarship efforts for students attending FXW. At the event, we honored Diane and Vince DiBenedetto, longtime supporters of FXW, with the *Heart of the Crossroads Award*, and Father Tom Hurley, Pastor of Old St. Patrick's Church, with the *Founders Award*. We also welcomed FXW alumnus Sean Darke, Class of 2012 and CATC scholarship recipient, to speak about how his life was impacted by his FXW education. Through the dedicated work of our event co-chairs, Nicole and Elias Boufis and Veronica and Bob Loquercio, the night was our most successful Scholarship Dinner to date. ■



ALUMNI REFLECTIONS

Sean Darke

FXW Class of 2012

Scholarship Dinner 2019



On May 3, Sean Darke was the featured speaker at our annual Scholarship Dinner. Sean recalled that his days at FXW "were filled with great memories and endless smiles," and his teachers filled his classrooms with "a sea of books and an assortment of classroom materials ready to prepare us to become scholars in a rigorous but fun learning environment."

When Sean was in sixth grade, his father, Sean Darke, Sr., then the Director of Maintenance and Grounds at Old St. Patrick's Church, was tragically killed in a motorcycle accident. Sean remembers it was members of the FXW and the Old St. Patrick's community who were among the first people to come to their house and comfort the family during that unbelievably difficult time. "This school swooped us off the ground and back onto our feet in our most dire time of need, and for that, I am forever grateful and forever indebted," Sean shared.

After their devastating loss, Sean and his brother, Camrin, both received scholarships through the Children at the Crossroads Foundation to continue attending FXW. It was Sean's father's wish for his boys to graduate from FXW, and Sean fulfilled that wish in 2012. Camrin is a rising 7th grader at FXW.

Annie Kielian

FXW Class of 2007

Scholarship Sunday 2019, Old St. Patrick's Church



On April 28, Annie Kielian spoke during our annual Scholarship Sunday mass at Old St. Patrick's Church, an event that helps raise money for students to attend FXW through the Children at the Crossroads Foundation. Annie, who attended FXW from Preschool through eighth grade, remarked that "this community of both school and church have helped to shape me into the person I am today."

Today, Annie is a first grade teacher at a low-income, inner-city Catholic school in Chicago, and she credits FXW's dedication to faith, diversity, and service that lead her to where she is. "FXW truly provided the foundation that inspired me to become a teacher," she said. From learning at a young age about her faith, to attending different service opportunities with her classmates, to understanding the importance of spreading peace, Annie infuses the values she learned at FXW into her own classroom every day.

Annie emphasized that FXW not only educates its students, but "inspires them to follow their dreams and achieve goals they never thought were possible."

Krystal Munoz

FXW Class of 2015

Scholarship Sunday 2019, Old St. Patrick's Church



Krystal Munoz was another featured speaker at the annual Scholarship Sunday mass at Old St. Patrick's Church on April 28. Krystal received a scholarship through the Children at the Crossroads Foundation that allowed her to attend FXW for two and a half years. She recently graduated from Saint Ignatius College Prep and will attend the University of Illinois at Urbana-Champaign in the fall.

Although Krystal's time at FXW was relatively short, the impact of the School on her

as a person was immense. FXW was "the perfect school for me," she said. "The sense of community at FXW and the deep care for others, as well as being surrounded with a talented student body, is something no other school could come close to."

When it was time for Krystal to go to high school, she felt prepared in every way thanks to her FXW education. "I knew spiritually I had a solid understanding, and I was curious to learn more about my faith in high school. I was academically confident and felt prepared for the workload Saint Ignatius had in store for me," she said. "And lastly, I was socially open to growth and excited about meeting new classmates."

We love to hear what our alumni are doing! Please send any updates and photos that you would like to share to alumni@fxw.org.

1998

Bryan Matthews and wife, Stephanie Webster, welcomed daughter Brynn Rita Matthews on March 1, 2019.

John Walz and wife, Julia, welcomed daughter Madeleine on May 18 of this year. Congratulations, Walz family!

1999

Amanda Cichon Higareda and her husband, Marcos, welcomed their second child, Julian Rafael, on April 3, 2019.

Jennifer Nahrwold Rajput and her husband, Amin, welcomed their beautiful daughter Mila this year, not 48 hours after Jenny's beloved mother, Lori Nahrwold, passed away. We offer our heartfelt prayers and sympathy to Jenny and Amin during this joyous yet heartbreaking time.

2005

David Gates and his band, Spacebones, was featured on Lumpen Radio this spring.

2006

Kelly O'Hara just graduated from Berkeley Law School. Kelly hopes to expand support for LGBTQ student survivors of gender-based violence and harassment by bridging the gap between Title IX and queer youth justice through direct representation, outreach, and education.

2008

Cora Byrne achieved a masters in educational administration from Creighton University.



Kamia Berry, Madeleine Reese, Raquel Bass (back row), **Hannah Gonzalez**, and **Sanaa Smith** (front row), all FXW class of 2015 and Trinity High School seniors, pictured above wearing shirts from the respective colleges they will attend this fall.



Members of the alumni board volunteered together at the Lakeview Pantry this spring. They helped organize donations and acted as personal shoppers for those visiting the pantry. Pictured from left to right: **Sam Gutilla '08**, **Emilio Cabrera '10**, **Elena Cohn '06**, Sarah Frick (FXW Director of Advancement), **Jac Casale '02**, and Colleen Sacks (FXW Associate Director of Advancement).

ALUMNI



Officer **Mauricio Martinez '06** came back to visit FXW this spring. Mauricio works in the 18th District and will be attending law school in the fall.



Annie Shaw '13, Lally Daley Hotchkiss '98, P.J. Jones '03, Elena Cohn '06, Danny O'Connor '10, Meg O'Connor '07, and Sam Gutilla '08 came to support fellow alum **John Franklin** (pictured center) as the first alum speaker in the Maggie Daley Speaker Series.



Luke Mallette '12 and the Amherst Lacrosse team played in the 2019 NCAA Division III Men's Lacrosse Championship in Philadelphia, PA.



Zoe Watts '18, Olivia May '17, Sajel Peters '17, Gabby Greer '17, Isaiah Cole '17, Tolu Johnson '17, Andrew Moynihan '17 and Emilia Rose '18 came back to FXW this spring to speak on the Social Emotional Development and Technology (SET) Program Teen Panel. They shared their thoughts and experiences as teenagers in the social media world.



Nina Montes '17, Paul Montes '17, and Isabella O'Brien '18 pictured with High School Guidance Counselor Brigid Cashman at the High School Fair at FXW this spring.



Hannah Gonzalez '15 (pictured right with two fellow Trinity High School seniors) was interviewed on WGN Radio this spring about her college acceptances and scholarships. Collectively the three earned over \$500,000 in academic college scholarships. Hannah will attend Connecticut College in the fall.



Alumni parent Louiza Williamson (far left) with Chicago Mayor and current FXW parent Lori Lightfoot and Louiza's children **Lucas '13** and **Lauren Williamson '15** at the annual Children at the Crossroads Foundation Scholarship Dinner.



Annie Shaw '13, Meg O'Connor '07, Danny O'Connor '10, Tehilah Hobbs '05, and Cat O'Connor '07 volunteered this spring at the annual Children at the Crossroads Foundation Scholarship Dinner.



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CONGRATULATIONS FXW CLASS OF 2019!