

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[ ] Public or [X] Non-public

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

Name of Principal Mrs. Dawn Lotti-Martinez  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St Anne Catholic School  
(As it should appear in the official records)

School Mailing Address 2120 Westheimer Road  
(If address is P.O. Box, also include street address.)

City Houston State TX Zip Code+4 (9 digits total) 77098-1493

County Harris

Telephone (713) 526-3279 Fax (713) 526-8025

Web site/URL https://www.stannecs.org E-mail dmartinez@stannecs.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Debra Haney E-mail dhaney@archgh.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Galveston-Houston Tel. (713) 741-8704

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

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

Name of School Board President/Chairperson Mrs. Joy Mayfield  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

*\*Non-public Schools: If the information requested is not applicable, leave .blank*

## **PART I – ELIGIBILITY CERTIFICATION**

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

## PART II - DEMOGRAPHIC DATA

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

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

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

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not for the district.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	36	39	75
K	21	27	48
1	26	24	50
2	26	18	44
3	23	26	49
4	12	30	42
5	25	23	48
6	29	21	50
7	26	24	50
8	18	23	41
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	242	255	497

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 5 % Black or African American
  - 27 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 52 % White
  - 12 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

If the mobility rate is above 15%, please explain:

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2020	498
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

n/a

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

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

Total number students who qualify: 0

8. Students receiving special education services 8 %

With an IEP or 504: 39 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>3</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>1</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>19</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>11</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>3</u> Speech or Language Impairment         |
| <u>2</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2016	2016-2017
Daily student attendance	97%	99%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award. 2006

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

The mission of St. Anne Catholic School is to educate the whole child academically, spiritually, culturally, physically, and interpersonally in a Catholic environment.

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

<https://www.stannecs.org/admissions>

Nondiscriminatory Policy: St. Anne Catholic School follows a policy of non-discrimination with regard to race, color, or ethnic origin within its Christian philosophy. The policy of non-discrimination refers directly to, but is not limited to, the employment of all school personnel, the acceptance and participation of all students, and the solicitation and acceptance of gifts and donations.

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

## **PART III – SCHOOL OVERVIEW**

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The mission of St. Anne Catholic School (SACS) is to nurture students academically, spiritually, culturally, physically, and interpersonally in a Catholic environment. A parish school since its inception in 1930, SACS has continued to serve children in the broader Houston area for over 90 years. St. Anne students currently derive from 56 different zip codes and speak more than 10 languages at home, and though the students are primarily Catholic, it welcomes many students who are members of other faiths. The diversity of St. Anne is a reflection of the city, with many families coming to Houston for professional work in the medical field, oil and gas industries, energy and banking. This makes St. Anne one of the most diverse schools in the Archdiocese.

The Father John Robbins Bourse Scholarship was established to support the firmly held belief of the St. Anne Catholic Community that SACS reflects the enriching diversity of the city of Houston. The Bourse enables the school to offer tuition assistance to families of diversity with financial need. The Bourse is a unique support mechanism and safety net for families undergoing temporary or ongoing financial needs wanting to attend SACS. For more than ten years, this commitment has helped to ensure diversity of students and is part of what makes St. Anne a beacon in the community.

St. Anne believes that educating children is a partnership with families, with the families being the primary educators. Efforts are made to include families in all aspects of the children's education through weekly newsletters from homeroom teachers and the principal, regularly updated websites, and frequent invitations to come as guest speakers and class readers. Parents are also asked to chaperone field trips, a dynamic enrichment to our school curriculum, and to join students for the occasional lunch. The academic expectations are high at St. Anne, and the students rise to the occasion time after time, but it is the school's connection with the community and the people it serves that makes St. Anne stand out from other schools.

St. Anne students participate in numerous creative cross-curricular initiatives throughout the school year. The St. Anne faculty and staff work diligently to ensure that the students are exposed to, and given chances to, grow in their faith across all subjects. Through the Virtues in Practice initiative, students learn about the virtues and saints that exemplified these virtues in both reading and social studies, write about them in ELA, and illustrate them in art. The Spanish & technology teacher works with the 4th grade science and art teachers to create a project based learning opportunity based on Dia de los Muertos. The literature, social studies, and religion teachers lead students in social justice research projects and service projects, and their love for their fellow neighbor is developed through International Day research and projects. The third graders learned about the various Marian apparitions this past International Day, and in some grade levels, the teachers lead studies about famous black contributors during Black History Month in February. The National Junior Honor Society students host multiple food drives throughout the year and helps to provide opportunities to complete service hours within the community. These are just some of the cross-curricular, hands-on, experiences offered to the students. All of these initiatives exceed the requirements of state standards and help St. Anne to build compassionate, responsible community members.

In 2006, St. Anne received their first Blue Ribbon award. The pride and sense of accomplishment amongst the entire community was noticeable. The hard work and dedication of the teachers, students, and administration was felt as groups recognized the school's great accomplishment.

In the most recent years, SACS has adapted to virtual, hybrid, synchronous, and asynchronous learning models (and everything in between) in order to continue to reach its students during the COVID shut downs. The specific measures and steps taken to ensure a continued rigor in academics are highlighted in answers following, but the faculty and staff also noted a need for Social-Emotional instruction for our students who struggled with the physical isolation of the pandemic. The institution of the Second Step character education during Advisory periods helped the school ensure it was meeting all needs of the students, even the vital elements that are not on tests, such as how to identify feelings, set personal boundaries, and advocate for one's own needs. As stated before, St. Anne strives to educate the whole child in Catholic environment, and that's what they've done.

The Basilian Fathers' motto "Teach me Goodness, Discipline, and Knowledge" is a commitment at St. Anne.

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

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

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

The mission of St. Anne Catholic School is to develop each student academically, spiritually, culturally, physically, and interpersonally in a Catholic environment. This mission drives decision-making in all areas of our school life, as the teachers work to produce loving, well-rounded servants of God who will go out and become productive members of society that strive to help grow the Church.

The school begins with the Texas Essential Knowledge and Skills (TEKS), which has a Scope & Sequence that guarantees a smooth transition between grade levels and skills. In addition, the school created its own “Ins and Outs” which delineate the five most important skills that the teachers think the students should be able to do upon entering a grade level and leaving a grade level, as well as its own alignment document for technology to ensure continuity and continuation in those skills. You can see the success of these alignment practices when the new school year begins and the time spent in spiral review before confirmation of skill mastery is minimal.

St. Anne teachers strive to make all instruction meaningful and relevant to the students, allowing choice and hands-on opportunities when possible. Cross-curricular units and project-based learning help to allow for continuous formative assessment and more accurate summative assessment. Before moving on to new content, St. Anne requires that 80% of the students score 80% or higher on the summative measures. If that target is not reached, the content is presented from a new perspective and reassessed in a different fashion. This helps to ensure that all of our students are accountable for the content taught.

One of the larger pushes at St. Anne is for students to begin to advocate for their own needs and to take accountability for both their work and their actions. Teaching the students to become more independent in their learning has allowed for them to better reach their full potential as they move forward into their high school careers.

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

St. Anne split ELA instruction into two separate periods and three gradebooks (Reading, English, and Writing), to ensure that students were receiving adequate instruction in all areas. All three subjects are guided by the Archdiocese’s evangelized TEKS and expanded upon as the students master the minimum requirements.

ELA exposure is robust on the St. Anne campus. Starting in the early childhood program, students are exposed to both phonetic and whole-word instruction. Circle time and centers allow students to play with language each day through song, rhyme, and fingerplays. The many books read together help the students to equate reading with fun and secure relationships, which in turn builds a love for life-long learning. Starting by learning a letter each week, moving into Stretch ‘n Spell, students gradually build upon the foundation that has been laid for literacy. Students are encouraged to write in their journals daily, whether they use letters, words, or pictures and dictation. The goal is to ensure students are equipped with the necessary skills and tools to express themselves more proficiently in both written and verbal communication.

In the early elementary grades, ELA instruction occurs in both whole and small group instruction. The bigger concepts are practiced as a whole class, and as students take their chance to practice the skills on their own, teachers pull students into small groups to focus on specific skills. This “I Do, We Do, You Do” model of instruction allows gradual release of responsibility to the students in each lesson, while still allowing time to target identified needs. The use of basal readers, class libraries, monthly publications, leveled-readers, and the school library all help to round out reading instruction.

Starting in first grade, all students read 3-4 whole-class novels each year. This shared reading helps students to strengthen their comprehension and metacognitive skills. Through class discussion, students begin to think about their thinking. In addition, mentor texts serve as a springboard for strong writing instruction. Students move from writing whole-class stories to their own individual pieces as they gain confidence. Digital writing portfolios are kept for each student from PK3-8 to allow students to highlight their growth and to allow teachers to track their progression of skills.

In the upper elementary and junior high grades, the focus shifts from learning to read to one of reading to learn. Students lean more heavily into group work and whole-class discussion as they continue to build strong relationships with their peers and teachers, learning a Christian approach to working together. Students wean off of basal readers and move into novels and nonfiction pieces. They also get the chance to compete in various writing competitions throughout the year and learn to write narratives and strong literary analysis pieces.

Throughout all of these grades, teachers' constant and targeted observation, semi-annual fluency assessments, and detailed grading rubrics ensure that all students are meeting the expectations for reading and writing fluency.

During our COVID closure, students had access to class novels through scheduled pick-ups and teacher drop-offs. Students kept daily journals about what they were experiencing in the world as a sort of time capsule, and shared Google Docs allowed students and teachers to collaborate in real time to build writing skills.

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

As with all subjects taught at St. Anne, the math department strives to make math as hands-on and authentic as possible. Starting in early childhood, students learn mathematical concepts through concrete representations before moving on to the more abstract symbols of math. Through circle time, centers, and small group lessons, students are given the chance to explore properties of objects, practice sorting and seriating, and other foundational skills. These experiences are often tied to the theme of the week or month, giving the students context for what they are learning.

As the students progress in grades, fact fluency, mathematical reasonableness, and problem solving are developed. Each grade has access to a robust selection of manipulatives to support both the kinesthetic learners, as well as those who need to visualize the concepts before using paper and pencil. Projects and partner/ group work help students to work on their interpersonal skills in an authentic setting. Technology is another tool used to support the students in their math instruction. Websites such as iXL, Reflex Math, Delta Math, Socrative, Kahoot!, Desmos, and interactive textbook websites help to enrich both the instructional and practice periods of class. These programs offer virtual manipulatives, fact drills, and opportunities for critical thinking, among other benefits. Math classes are leveled in 8th grade based on readiness, with students taking either Intro to Algebra or Algebra I for high school credit.

Formative and summative assessments are utilized to identify the level of students' mastery. Those assessments can take the form of targeted teacher observations, Google Docs/ Forms, homework assignments, group performance assessments, tests, and beyond. All work, including tests, requires students to show their thought process to allow teachers to identify if and where a student strays from the correct process. Alternative instruction is implemented to address struggling students. Centers, interactive websites, task cards, one-to-one instruction and peer tutoring are some of the methods used to support struggling learners and challenge gifted students. As the eighth graders take their high school placement exams, St. Anne is able to determine the success of its Math department.

In addition, data and assessments are evaluated as a component of the vertical alignment utilized within St. Anne's curriculum. By analyzing student performance, continuity of the math instruction between grades allows teachers to provide extensions of previously learned concepts to ensure a more comprehensive instruction of the TEKS. An alignment of textbook use between the grade divisions of the school also allows for continuity and a seamless progression of mathematical growth.

Distance learning looked different for St. Anne students, but rigor and engagement levels remained high for the students. Teachers taught virtually through their tablets with some using interactive note programs, like Pear Deck. Lessons and activities like scavenger hunts, interactive task cards, Kahoot! and Mad Libs, were created to keep the students engaged. Some teachers used Screencastify to flip their classrooms, asking students to watch the instructional videos before logging on to Zoom for class application and guided practice. In the early childhood and elementary grades, campus pick-ups were scheduled for students to drive through and grab manipulative packets to enable them to work alongside their teacher and classmates during instruction time. Break out rooms allowed for individual and small group tutorials. The teachers also hosted virtual office hours for students who needed even more time with the teachers.

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

Science instruction is planned through an interweaving of the TEKS and the Next Generation Science Standards (NGSS). The NSTA (National Science Teaching Association) requires that laboratory inquiry activities should be woven into every concept strand, that labs should be undertaken multiple times a week and include student reflection. At St. Anne, new science concepts are introduced with reading materials, and then reinforced with hands-on lab activities. This hands-on exploration encourages the process of asking questions and conducting experiments as a way to understand the world. Students in the lower grades engage in the scientific method through a variety of hands-on projects throughout the year, often through cross-curricular approaches. Forty percent of instructional time in grades 5-6 is spent in field investigations, though that is not required in 5th grade. Seventh and 8th grade have laboratory activities at least 2 days a week that include these requirements.

Understanding of content is further enriched through the use of various digital programs and websites, such as Brain Pop and Brain Pop Jr., which offer videos and extension activities, and Gizmos, which are virtual labs and simulations that bring STEM learning into the classroom. These technologies were instrumental for the St. Anne students when they were learning from home during the COVID closure, as were other, more personalized approaches. For example, one teacher filmed herself conducting a lab in her kitchen, then had students observe the phenomenon and draw conclusions. Also, students were asked to use household materials to bring concepts to life (ex: 8th graders using cans or boxes to model a mountain, then create a contour map).

With this year's addition of the NWEA MAP Growth assessment, teachers now have access to students' level of scientific literacy (in grades 4-8) earlier in the school year. This has allowed for more targeted instruction to fill any concept gaps that may have sprouted along the way. The Map Growth assessment, in conjunction with targeted observations, labs, rubrics, end of unit quizzes and tests, projects, and essay questions give the faculty a full picture of each student's ability.

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

St. Anne's social Studies and history instruction is driven by the TEKS and is combined with current events, and local and Church history. Texas History is taught in grades 4 and 7, US History from European explorers to the development of the US Constitutional Congress in grade 5, Contemporary World Cultures and World Geography in grade 6, and US History in grade 8. The remaining grades focus on general social sciences and humanities as a way to build relationships with their immediate environment and the greater world as socially-conscious citizens. Discussion leans towards civic obligations, understanding government structures, cultural appreciation, economic systems, and the role of the Church and social justice in the community.

Formative assessment is continuous through observation and smaller in-class assignments, and these observations drive what happens next within the room. When possible, choice is offered in projects and assessments to lend authenticity to what is being learned. The prevalence of cross-curricular, project-based learning has increased each quarter, giving the students a chance to work hands-on with these concepts in a meaningful way. In addition, community members are often brought in to enrich the learning experience for the students. For example, in third grade, a local beekeeper comes in each year to talk about both our local

ecosystem and its tie to the economy. The 8th grade works closely with local attorneys and judges for months on Mock Trial, a project during which students simulate an actual court case, and our entire campus invites local veterans to come in on Veterans Day for a program honoring them. All of these types of community links bring to life the impact of the content learned in class.

The textbooks chosen have a digital component that allowed the students to work easily from home during the COVID closure, and platforms like Zoom breakout rooms, Google Classroom, and Jamboard allowed students to continue to interact with the content and each other in their physical absence.

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

Grades 5-8 make up the middle school division of SACS. Students in those grades receive daily instruction in mathematics, ELA, literature, history, science, theology, and Spanish. Students in 8th grade are leveled in math only, either allowing them to take Introduction to Algebra or Algebra 1 (for high school credit). Following a strong Spanish program in the middle school, many students are eligible and choose to place out of high school Spanish I.

In literature, students are exposed to a variety of new and classic novels, plays, and short stories, and in ELA, students learn to write strong literary analyses, among other things. The collaboration between the literature and ELA teachers ensures that students are being exposed to strong examples of author's craft and are given the opportunity to apply those same skills. Writing is expected every day, in some capacity, to build stamina.

In Science, students are engaged with natural phenomena through a variety of hands-on and virtual investigations. These activities help them to ask questions, use models, and collect and interpret data to make evidence-based explanations for scientific observations. Projects are used for students to apply science concepts to solve real-world problems and practice the engineering design process.

In addition to these core classes, students take Physical Education (PE) and advisory classes. They also choose from a variety of quarterly electives that range in concept from STEM classes and stock market games to art and high school entrance exam prep. Students in grades 7-8 are also required to complete service hours within the community.

All of these elements are part of educating the whole child and fostering the love of curiosity in the students. St. Anne students learn to set goals, prioritize, and budget time in all courses to help prepare them for the greater world.

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

In the early childhood program at St. Anne, students are exposed to explicit instruction in math, science, reading, phonics, writing, social studies, religion, gross and fine motor skills, and social-emotional learning. Through hands-on play, centers, circle time, and small groups, students learn and pray as they play.

During the 2020-2021 school year, students in PreK-3 and PreK-4 engaged in both virtual (primarily throughout the first quarter) and in-person learning. When virtual, the students logged on to Zoom for morning circle time. This synchronous instruction time allowed the teachers to touch base with the students and establish a caring relationship, and also allowed the students to interact with their friends. Things like discussing morning weather and scavenger hunts based on the letter of the week happened during this time. The remainder of their day was asynchronous (for the little ones, only). Teachers recorded lessons and linked recordings of them reading stories to their Google Sites. The lessons allowed for ample modeling and appropriate wait time for the students who followed along at home.

The school-created "Ins and Outs" document delineates the most important skills the students should be able to do upon entering and leaving a grade level. This document starts in PreK-3 and continues on through 8th grade, ensuring a seamless transition of expectation annually. Children transitioning into kindergarten and first grade from our PreK-3 and PreK-4 program are equipped with the tools and learning blocks to be

successful. At St. Anne, the early childhood program is the backbone of school readiness and success. Following the motto of the Basilian Fathers, “Teach me goodness, discipline, and knowledge,” our students work to grow into responsible, compassionate learners from day one. When the students are prepared for the next grade level, they are more confident, secure and ready to learn and succeed.

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

In addition to the rigorous core classes mentioned before, St. Anne also offers courses in social-emotional learning (grades PK3-8, weekly), study skills & strategies (grades 2-4, weekly), and technology (grades PreK-4-8), all of which build upon the previous years’ teachings to ensure education of the whole child.

Students in grades PreK-3 through 4th participate in once weekly art, music, and library classes, along with PE three times/week (PE continues through grade 8). The teachers for these courses work with core content teachers to support cross-curricular endeavors and help foster creative growth. Spanish class is considered a once-weekly ancillary class for students in grades PK3-5 and a four-times weekly core class in grades 6-8. All Spanish classes follow the ACTFL standards that focus on communication, culture, connection, comparison, and community.

Relying on consistent two-way communication with classroom teachers, the library manager connects regularly to announce purchases of new titles available for classroom use, and responds in a timely manner to teacher requests for specific titles. This may be a single title or a collection in the areas of science, social studies, literature, or religion.

Through a dynamic restructuring of our bell-to-bell schedule in the 2021-2022 school year, St. Anne is now able to offer enrichment beyond standard courses through the reintroduction of electives. Students in grades 5-8 choose a quarterly elective to attend once a week. Students design and create through scratch programming and 3D Printing, learn about ancient world mythology and modern football statistics, compose original music and learn to play classic guitar, and write creatively to build stories and news articles. The Life Skills class trains students to write proper business letters, sew buttons, and balance a budget. In Circuits and Coding, students learn to manipulate various facets of technology through hands-on applications. All of these soft skills are vital to student success in life. Though presented as a break from the more focused core academics, these elective courses actually build upon the skills introduced in other classes like time management and understanding cause and effect. Students are required to write, collaborate, and problem solve in each of the classes.

St. Anne students also participate in a 1-to-1 device program in grades 4-8. The teachers in these grades guide students in their developing understanding of digital citizenship and virtual possibilities through carefully-selected programs, websites, and learning opportunities. The PreK-4-8 technology courses strive to empower the learner, build digital citizenship, and help students create, innovate, construct, and collaborate with their peers. Group projects where students can participate together, provide feedback to each other, and perform final assessments, are now made simple thanks to the implementation of the right technology (like shared Google Docs) within the classroom.

St. Anne teachers use the TEKS and ISTE Standards to ensure technology-based learning is the most effective and engaging experience possible. The pandemic emphasized the need for technology in the classroom, allowing teachers to continue educating even when students were not physically present on campus.

## **3. Academic Supports**

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

Available instructional services to accommodate students performing below grade level in any subject include small group testing, scaffolded notes or notes provided, extended time on assignments, restating instructions, breaking down assignments into parts, and preferential seating. Students may remediate with pull-out and push-in learning sessions, specifically in reading and ELA, with the interventionist and utilize a

tiered approach for intervention based upon teacher observation, formative and summative information, and parent-request. Individual students who are identified as being at risk work through our 3-level intervention program, which is documented below. As noted, the preference is to begin with individualized differentiation within the classroom to see if more focused one-on-one time in the whole-group setting makes a difference.

**Level 1 Supplemental Intervention:** Initial communication: teacher, parent/ Supplemental intervention. Teachers provide supplemental instruction to target skill set deficiencies. Example: game-based learning, problem-based learning, incorporating diverse technologies. If improvement is not noted in the following 9 weeks then the teacher may need to reevaluate the plan or move on to Level 2.

**Level 2 Targeted Intervention:** Communication: teacher, Interventionist, parent/ Teacher will objectively identify students for intervention through: NWEA- MAP assessment, Formal classroom assessments such as unit tests, writing samples, oral tests, observations and monitoring, etc. The interventionist will use push-in sessions as well as pullout small groups.

**Level 3 Evaluation:** A Student referred for an evaluation: Communication: Interventionist, teacher, parent, administration. Together the team will discuss the reasons for referral. This is a parent driven process. However, the Interventionist may provide referrals for testing, gather data, and provide assistance to answer questions during the process. If testing determines accommodations are necessary for the student, the school will develop a Catholic Accommodation Plan (CAP).

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

Students who excel academically within the classroom are also nurtured for further growth at St. Anne. Teachers work to differentiate both instruction and product to meet the needs of those students ready to take their academics to the next level, most frequently by offering choices within the classroom. By allowing student input in both pathway and product when possible, the rigor level rises with student ability. For example, when finishing a novel, students in the sixth grade are able to choose from 10 different rubric-scored projects that cater to different interests and learning styles. These choices inspire the students to work harder at what they are interested in. This differentiation also occurs through the use of technology, giving students access to an extraordinary range of sources and learning opportunities that they might never discover otherwise.

Furthermore, digital portfolios are kept of student writing and projects. These portfolios, established during each student's first year at St. Anne, follow the students through their years of education, allowing them to highlight accomplishments and writing pieces of both their choosing and the discretion of the teachers. Teachers are also able to access this student work when planning future lessons to see student growth and where to meet them in their instruction.

Students are also frequently encouraged to work as a team or in pairs, allowing them to build each other up through their own prior knowledge and skill bases. Students who excel in a content area are often able to bring a new perspective to a tricky concept for their peers. This chance to become an expert of sorts challenges and encourages further growth in both categories of students. On both projects and in group work, students are encouraged to self-assess with rubrics to gauge their involvement and quality of effort.

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

About 8% of the student population at St. Anne Catholic School qualifies for 504 assistance and additional support through CAPs (Catholic Accommodation Plans) as a result of educational and other diagnostic testing. The majority of assistance allotted through CAPS are small group testing, scaffolded notes or notes provided, extended time on assignments and assessments, restating instructions, breaking down assignments into parts, and preferential seating. To receive these accommodations, students must have recent (within the last three years) testing on file from a qualified diagnostician.

Students with diagnosed dyslexia are permitted to have specialized dyslexia tutors (through the Neuhaus Institute) come on to campus at a cost to their families. The campus interventionist works with the Neuhaus

tutor and the students' schedules to select one to three times each week when students can receive more focused intervention in their area of need.

Some students in the early childhood program receive additional support for behavioral needs and/or lagging social skills through the School Counselor and Dean of Students. Students frequently showing atypical behavior for their age and developmental level may require an individualized behavior plan. These plans are customized for each child through collaboration between the counselor, teacher, parents, and other administrators. Direct observations and dates of behaviors impeding positive classroom functioning are tracked, as well as attempted interventions to redirect the students. This consistent record of successes and misses helps the teachers to better assist the students in need.

For the few students at St. Anne who qualify for free speech therapy through the local ISD, those tutors come to the campus during the day to work with students during an approved ancillary time at no cost to the families.

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

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

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

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

The students at St. Anne shine each time they are given the opportunity. The teachers work hard to plan authentic, cross-curricular learning opportunities in each grade to maintain engagement and spotlight the value of what the students are learning. For example, each year the fourth graders learn about the history and traditions of Dia de los Muertos in their math, art, Spanish, and technology classes. This chance to be fully immersed in that content across multiple subjects heightens their understanding of the material and their interest in learning it. In addition, some teachers tailor their novel choices to the interests of the students each year. It is through this type of personalized and intentional planning that the students feel validated and supported academically.

Growing the students interpersonally and socially are two of the pillars of the St. Anne mission statement. Socially and emotionally, the students are supported each day through their lessons as well as during their down time. Collaborative learning between students is offered around each corner, whether it be through formal group projects, personalized literature circles, campus reading buddies, partner study sessions, or strategic think-pair-shares. St. Anne aims to educate the whole child in a Catholic environment, and that includes teaching them to work together productively in all aspects of their day.

In weekly advisory classes, students grow in their use of the “soft skills” vital for their future successes in high school, college, and beyond. Through journal reflections, dramatic reenactments, and other engaging activities, the students focus on self-awareness, self-management, responsible decision making, problem solving skills, and social awareness. In grades PK-3, this occurs during the religion period. Starting in grade 4, it is a separate period. Students in grades 2-4 also receive weekly instruction in their Study Skills & Strategies course on how to organize, prioritize, and set goals. As the year progresses, the curriculum transitions into managing test-taking anxiety, learning helpful strategies for studying, and honing their ability to ignore distractions when working. All of these elements together support the students’ college and career readiness development.

While remote, the teachers at St. Anne leaned into more creative technology methods to maintain student interest, something they were more comfortable with after campus Google Suite training sessions. Through the use of features like Jamboard, shared Google Docs, and additional programs such as Padlet, Kahoot, interactive textbook sites, etc., students took a more active role in their learning. Zoom class sessions involved both small group break out rooms and whole group interactions to give the students a chance to be with their peers. This emphasis on ensuring communal time helped to maintain students’ motivation and engagement during a difficult time.

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

St. Anne is incredibly grateful for the time, talent, and treasure parent volunteers give to the community. Through school organizations like the Parent Teacher Organization (PTO) and School Board, key stakeholders sustain morale, support program enhancements, and above all, endeavor to partner with the school mission in fostering an engaging community that embraces the motto of "Teach Me Goodness, Discipline, and Knowledge".

Opportunities to serve at St. Anne are plentiful. The largest group, the PTO, includes 22 Grade Chairs and 15 Committee Chairs, who host over 20 events per year. Committees operate the New Family Buddy program alongside the admissions department, a used uniform program, family movie/dinner nights, parent education speaker series in conjunction with the School Counselor, a teacher grant program, and so much more. The organization partners with local businesses and parish supporters to source unique fundraising opportunities, all to benefit the St. Anne community.

The School Board is the advisory committee to the Principal and Pastor. Their role is to counsel on policy and strategic planning initiatives, finance and advancement. The unique professional and personal talents of

every member serves to strengthen the school's mission and, more importantly, every student's academic experience.

As St. Anne rallied in March to reimagine a "normal" school day, the school reached for best practices and sought resources on how to sustain learning, faith formation, community, and health and safety. Through partnerships with local health officials, pediatric counselors, hospital administrators, and the consortium of local independent schools, St. Anne pivoted to provide an in-person learning experience driven by upholding the health and safety of the community. Throughout the school year since, the school has invested in providing comprehensive resources for both parents, students, and teachers to mitigate pandemic-related traumas and concerns. Cyber security speakers informed the community on being safe cyber citizens. Counselors spoke to families about social emotional health and alleviating stressors. Yoga teachers taught breathing and stretching techniques. Spiritual retreats have strengthened the community's faith.

Beyond COVID, faculty and staff continue to engage in professional development opportunities with educational partners. This year, staff has participated in cultural competency training with a professor from the University of St. Thomas. The training stems from the school's vision of sustaining an inclusive and equitable academic experience.

Engaging families and communities is the key to reaffirming the school's value proposition and upholding a bold Christ-filled academic experience despite the future's uncertainty.

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

The St. Anne mission statement is shared during the interview process, and all applicants are asked to reflect on whether or not they fully support the school's mission. The faculty and staff members live this mission on a daily basis, both on and off campus. This means that St. Anne strives to support the growth and development of both the students and the teachers.

All faculty and staff are required to complete a minimum of 8 hours annually in professional growth classes, a requirement that is consistently surpassed. Over the years, the campus has worked to meet the ever-changing needs of the teachers in everything from in-house workshops on topics like teaching through hands-on foldables and differentiated instruction for students with varied learning styles to large-group out of state training on our new operating system. Independently, teachers are encouraged to seek out professional development opportunities, both in person and virtually, using funds allocated to our school through Title I, Title IIA, and Title IV legislation. The school sets aside a healthy amount of funds for additional professional development that cannot be attended with the title money. Teachers seek out both in-person and virtual training sessions through entities such as Region 4 Education Service Center, EdWeb, and on-demand sessions offered by textbook publishers, to name a few.

St. Anne teachers learned that the school would likely be switching to virtual learning in March of 2020, the day before school was dismissed for Spring Break. During that following week, teachers worked tirelessly to learn how to operate new digital platforms under the guidance of our technology and administrative teams. They worked to hone their understanding of, and capacity for, synchronous and asynchronous instructional strategies. Each teacher built an interactive Google Site from the ground up and included a link for tools to support the students as they began to navigate virtual learning.

The St. Anne PTO and administrators also work to make the teachers and staff feel valued and supported through other ways, as well. Small gifts of appreciation, such as the occasional coffee truck, handwritten note, prayer book, or flair pen buffet help the teachers and staff feel appreciated in an unexpected way. Knowing that the parents and other community stakeholders support them and care about their well-being has an incredible impact in building a positive professional culture on campus.

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

St. Anne Catholic School has shifted more towards a shared governance model in recent years, with the absolute head of school being the Pastor. The campus administration is broken into three major roles, with

the Principal overseeing final decisions and the Deans of Students and Academics underneath. Weekly administration meetings are held to manage student and campus issues with advice from the Counselor, Directors of Advancement and Admissions, and Head of Human Resources. This group of qualified professionals work together in the best interest of the students. It is shared decision making, and the team takes on the load together.

Each member of the administrative team spends time with students in and out of the classroom regularly. Both the Dean of Students and the Dean of Academics teach a core subject to the sixth graders (ELA and Literature), and the Counselor regularly offers “Lunch Bunch” meetings to help students struggling with social concerns.

Scheduled weekly meetings among administrators ensure that all decision makers are kept updated on the academic and social progress (or lack thereof) of the students and the instructors. Issues are pinpointed, discussed, and reassessed in the following meeting. In addition to these weekly meetings, the Strategic Planning Committee meets monthly to both continue to plan longitudinally and evaluate current practices and applications.

Over the summer, the St. Anne administrative team set in motion a comprehensive return to learning plan that addressed campus health and safety measures, virtual classrooms, social-emotional learning, and fellowship building. During the summer, teachers were offered and encouraged to attend multiple trainings on Google Classroom. The school year began with on-line instruction, where teachers pioneered a remote classroom experience and students courageously approached a new learning style. As St. Anne transitioned to in-person learning, the physical campus transformed for safety. Outdoor seating options for learning and eating were created. Mobile student-friendly hand washing stations were placed at strategic locations throughout campus. Classrooms were retrofitted to be in compliance with recommended safety guidelines. Desk shields, COVID signage, thousands of medical-grade face shields and gloves, gallons upon gallons of hand sanitizer, and ample cleaners and sanitizer were purchased to protect over 500 students, faculty, and staff. The technology department jumped into action to ensure that teachers were equipped with the necessary tools to enhance learning with grade-specific enrichment and iXL programs. Despite the pandemic’s challenges, Team St. Anne not only persevered, but thrived.

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

Culturally responsive teaching has been a priority for the St. Anne campus during the 2021-2022 school year. With the ever-polarizing racial conflicts in the news, it is inevitable that students begin to repeat in school some of what they hear at home. Following the Basilian Fathers’ Motto, “Teach me Goodness, Discipline, and Knowledge,” St. Anne teachers take on these topics each day.

Regular training in culturally responsive teaching occurs monthly in faculty and staff meetings under the guidance of a professor and educator from the University of St. Thomas. Through modeling how to find common ground to modeling how to respectfully engage in difficult conversations surrounding bias, prejudice, and cancel culture (just to name a few), our faculty and staff members are more prepared to support our community. Learning how and when to ask clarifying and probing questions has already begun to open the lines of honest communication between all of the St. Anne community members.

St. Anne teachers also work to seek out books, articles, teaching materials, and research opportunities to broaden the students’ horizons. The selected reading materials aim to present both a mirror and a window for the students to learn more about their own unique history, as well as those of their peers. Guest speakers are invited to campus to highlight further how our differences help to make the world a better place.

In addition, St. Anne provides many campus-wide initiatives to broaden students’ exposure to varied cultures. Through the lens of our faith, students learn about religious celebrations and traditions around the globe. Many students are surprised to find out that their family traditions are rooted in different cultures. The exploration of social justice, a pillar of the Catholic Church’s teachings, allows the students to gain a better understanding of valuing and respecting all of God’s creations, not regardless of the differences, but through embracing those differences. St. Anne aims to prepare students for how to face these conflicts as Catholics

long before they encounter them in the real world.

Each year St. Anne School also celebrates International Day, which is the one day culmination of months of learning about the culture of different countries. Each grade level picks a country to learn about socially, economically, historically, governmentally, and religiously. On this International Day, students share what they have learned through projects, reports, dances, and cuisine.

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

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There is no doubt that the students at St. Anne Catholic School receive a rigorous and meaningful education within the school's walls, as the teachers hold each student to a high level of accountability and engagement in all that they do. However, what sets St. Anne apart from other academically strong schools is the attention and importance that is given to the students' social and emotional needs, focusing on making them feel safe both physically and emotionally among their teachers and peers. Students cannot learn deeply if their emotional needs are not being met, and St. Anne places a heavy focus on building strong relationships between all people on campus from the students and faculty to the support staff and custodians to help foster that sense of safety and familial community.

With the instatement of a weekly Advisory period (30-45 minutes, depending on the grade level) across all grades, teachers are able to regularly check in with the students as whole people, and not just as students. St. Anne has used both the Character Strong and Second Step programs over the last few years, both of which impact engagement, belonging, and student well-being, and guide the campus in facilitating meaningful conversations and self-reflection. CASEL (SEL) standards are addressed in some capacity in every lesson, and the use of Love & Logic practices helps the students to develop self-discipline and the ability to solve their own problems.

This focus on social-emotional well-being has been particularly beneficial to the students during the 2021-2022 school year, as the impact of COVID illnesses and isolation is so clearly visible. Though St. Anne students did not lose much footing academically over the last year of virtual and in-person learning, many seemed to lose the feeling of security and self-confidence in their relationships. This increased focus on the whole child has been vital to their well-being.

Another way that St. Anne has focused on social-emotional wellness has been by expanding elective offerings in grades 5-8 (formerly just offered in 7-8). Where by St. Anne used to offer a handful of electives ranging from art, to music, to technology, the school now offers 10+ electives each quarter tailored to more specific interests. This increase in offerings has also allowed smaller class sizes, which in turn has allowed students to receive more focused attention from their teachers and built stronger relationships with their peers as they work together towards a common goal.

Without a doubt, the emphasis and importance placed on the social-emotional well-being of our students has been the most instrumental strategy for the school's success.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No
3. What is the educational cost per student?      \$13946  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$4435
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      5%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      93%

## PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

### FOR NORM-REFERENCED TESTS

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*Non-public schools must report norm-referenced test (NRT) results in reading and mathematics for students tested in grades 3 and higher in the most recent administration of the test within the most recently completed school year (2019-2020)<sup>1</sup>. Each school must obtain grade level summary reports from the test publisher for students tested in reading and mathematics for each of these grades.*

These reports must include:

1. the number of students tested;
2. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for all students in each tested grade; and**
3. the average student scale score or the national percentile equivalent of the average scale score in reading and mathematics **for each sufficiently large subgroup<sup>2</sup> in each tested grade.**

Please make notations on these reports to explain results that represent fewer than 95 percent of the students enrolled at the time of testing (e.g., the number of students who took alternative assessments<sup>3</sup>).

A copy of these reports (in a PDF file) must be uploaded through the National Blue Ribbons Schools Portal.

Also, one hard copy of these reports must be submitted by mail to CAPE with two hard copies of this application.

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<sup>1</sup> Because of school closings due to COVID-19, schools may use test results obtained in the fall or spring of 2019 or the fall of 2020.

<sup>2</sup> Possible subgroups are those identified in Items 4, 6, 7, and 8 in Part II of this application (racial/ethnic groups, ELL students, students eligible for free or reduced meals, and students receiving special education services). A sufficiently large subgroup is one that represents at least 10 percent of the school enrollment as reported in these items.

<sup>3</sup> Alternate assessments are used to evaluate the performance of students who are unable to participate in a school's norm-referenced test (NRT) even with accommodations. These assessments are based on the grade-level content covered by the NRT, but at reduced depth, breadth, and complexity. (adapted from National Center on Educational Outcomes)