

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

[] Public or [X] Non-public

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

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

Official School Name All Saints Catholic School
(As it should appear in the official records)

School Mailing Address 7777 Osage Plaza Parkway
(If address is P.O. Box, also include street address.)

City Dallas State TX Zip Code+4 (9 digits total) 75252-6825

County Collin

Telephone (214) 217-3300 Fax (214) 217-3339

Web site/URL https://www.allsaintsdallas.org E-mail sdruffner@allsaintsk8.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. Veronica Alonzo Ed.D. E-mail valonzo@cathdal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Diocese of Dallas Tel. (214) 379-2830

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. Andrea Raney
(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

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

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	22	26	48
K	18	20	38
1	13	13	26
2	10	16	26
3	10	20	30
4	8	8	16
5	12	15	27
6	18	18	36
7	14	17	31
8	18	15	33
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	143	168	311

*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
 - 7.2 % Asian
 - 3.2 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70.8 % White
 - 6.8 % 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: 4%

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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2020	295
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

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: 1

8. Students receiving special education services 4 %

With an IEP or 504: 12 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</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: 4

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.

	Number of Staff
Administrators	9
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher, CTE teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 10:1

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

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

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

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

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

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

Yes No

If yes, select the year in which your school received the award. 2015

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

All Saints Catholic School exists to instill the values of faith, family, and education in a challenging academic environment with the Catholic Church as the foundation and Christ as our model.

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

<https://www.allsaintsdallas.org/homepage-all-saints-catholic-school/admissions/application-process/>

All Saints Catholic School follows the rules, regulations, and mandates that are pronounced by the Diocese of Dallas in respect to all students, faculty, and staff. The link to the Diocesan Handbook is as follows:
www.cathdal.org/policies

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

As a Catholic school, educational excellence is rooted in the Gospel values of love and service to the world. All curriculum and instruction at All Saints Catholic School (“ASCS”) fosters a discipline that allows students to become self-directed learners, striving for excellence in our four pillars of faith, academics, service, and character.

As an All Saints Catholic Church ministry, ASCS serves a diverse array of Catholic and non-Catholic families from over 30 surrounding zip codes. Since its founding in 1998, ASCS has grown from 56 students to a current enrollment of 311 students.

ASCS is a small school with big expectations. The school’s low student-teacher ratio of 10:1 provides a strategic benefit, allowing ASCS to understand and flexibly respond to the individual needs of each student. In the past seven years, ASCS has produced nine valedictorians and salutatorians at the local Catholic high schools. ASCS follows a rigorous curriculum set by the Diocese of Dallas based on standards promulgated by state and national academic organizations. The curriculum is tailored using a wide range of differentiation techniques to meet the diverse academic needs of ASCS students. In grades 4-8, honors classes are offered in mathematics and ELAR to prepare students for the rigors of high school pre-AP and AP courses. Classroom teachers are trained in differentiation methods and have access to resources to provide in-class enrichment or reinforcement. In addition to its outstanding academic program, ASCS is the only Diocesan school to offer both Mandarin and Spanish.

As a 1:1 technology school, computers are used in all subjects for research, note-taking, assignment preparation, group projects, assignment submission, and teacher feedback. All ASCS students take bi-weekly classes in coding, robotics, and graphic design in the Innovation Lab with two dedicated technology instructors. All teachers have access to interactive whiteboards, classroom computers, and online academic subscription services.

ASCS has also developed a unique performing arts program. ASCS is the only elementary school in the Diocese of Dallas to offer orchestra and band instruction during the school day as part of the co-curricular program. All students in grades 6-8 take a compulsory music appreciation/choir class to develop their voices, sing at weekly mass, and learn to read music. Theater and speech are offered to students in grades 5-8 after school. Student-athletes in grades 5-8 promote school spirit and develop their athletic abilities while the larger school and parish community gathers to cheer them on from the stands.

ASCS is committed to cultivating the personal integrity and character of each student. The school electronic information system, FACTS, has been adapted to allow staff to record and celebrate acts of trustworthiness, respect, responsibility, fairness, caring, and citizenship. Through service projects, class retreats, and outreach activities, ASCS emphasizes caring and compassion in keeping with our Catholic values. The character of ASCS students helps the school attract and retain talented, innovative, and compassionate teachers and administrators who challenge the whole child. The school leadership sets a tone of collegiality and teamwork by encouraging collaborative decision-making among students, teachers, and parents. The entire school community is focused on the core values of faith, excellence, teamwork, hard work, and service. Before implementing significant change, the school principal seeks input from all stakeholders in the school community and carefully considers the resources needed to make the change successful.

During the pandemic, ASCS led the Diocese of Dallas with the promulgation of the Protocols for the Safe and Healthy Reopening of School. In 2020-21, ASCS teachers quickly adapted to teaching in the hybrid environment, teaching twenty-five percent of the school remotely. Teachers utilized a wide array of platforms and technologies to keep students learning. Individualized summer learning plans were crafted for any student not on grade level at the end of the 2020-21 school year.

This year’s graduating eighth-graders were in first grade when ASCS received its second National Blue Ribbon School award in 2015. Many positive changes have taken place in the intervening years. Most significantly the adoption of new, more rigorous curricula for every subject area, the addition of the

Innovation Lab where all students learn coding, robotics, and graphic design, the addition of an outstanding Mandarin program alongside the existing Spanish program, and the enhanced use of technology in the classrooms by both students and teachers.

ASCS is geographically located amid the best public-school districts in the state of Texas. Earning the National Blue Ribbon School award in 2006 and 2015 raised awareness in the broader community about ASCS' outstanding academic program, making ASCS a viable option for families seeking a more personalized, family-oriented educational setting for their children without sacrificing the highest academic standards. With this recognition, ASCS has cultivated a larger, more diverse student body while still maintaining a strong sense of community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

ASCS adheres to a standards-based curriculum designed in 2018 by the Diocese of Dallas. The curriculum meets or exceeds national and state educational requirements. The curriculum aligns student objectives with the standards for each core curriculum subject, and teachers develop outcomes that will best enable students to achieve a measure of mastery of the student objectives.

In 2020-21, ASCS teachers utilized Google Classroom to post instructional videos, deliver content, and provide meaningful assessments and feedback. Strategic use of electronic platforms for instruction and assessment was retained in 2021-22 to drive school improvement.

ASCS follows the Gradual Release of Responsibility (GRR) model of instruction. The purpose of GRR is to shift the cognitive load from the teacher to the student through a process of focused instruction, guided instruction, collaborative learning, and independent learning which occurs throughout the lesson cycle. The principal conducts weekly walkthroughs to ensure that all portions of the GRR are evidenced. Teachers utilize formative and summative assessments, administer tri-annual benchmark testing in ELAR and math through the IXL Real-Time Diagnostic, analyze large-scale assessment data (ITBS), and utilize a variety of differentiating instructional techniques to meet learning objectives, enhance student achievement, and drive instruction. All this data is dissected and analyzed in monthly ELAR and Math Professional Learning Communities (PLCs) so that teachers can tailor instruction for individual students and grade levels to ensure skill and content mastery. After receiving the ITBS and CoGAT testing, the administration provides the results to the classroom teachers and parents. Longitudinal growth charts for each student as well as the whole class are provided to both teachers and parents. Data is presented in different formats so that teachers can accurately identify areas for potential growth in their students. The principal holds morning coffees to discuss the results of the ITBS and CoGAT data with parents.

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

The ASCS reading and English language arts curriculum is based upon the Texas Essential Knowledge and Skills and the Common Core standards. Reading, writing, and oral communication are the foundational skills in this curriculum area. In PreK and Kindergarten, students learn handwriting through the Learning Without Tears program. In grades K-2, the Saxon Phonics program prepares ASCS students to become independent readers and spellers. Students in grades K-3 use the Wordly Wise 3000 vocabulary series to improve reading comprehension and expand communication skills. In 4th-8th grade, vocabulary instruction is strengthened by the Classical Roots series, which focuses on Latin and Greek word roots. Across grades K-8, the Houghton Mifflin Harcourt Voyages reading program focuses on learning from complex texts, developing academic vocabulary, and acquiring close-reading skills. Beginning in Kindergarten, literature studies emphasize critical reading and thinking skills. Students in 3rd-8th grade read 3-4 novel studies per year in addition to a rigorous summer reading program. Throughout the year, students take Accelerated Reader tests to ensure comprehension.

At ASCS, writing skills are developed through a vertically aligned, cross-curricular program based on evidence-based writing. Students create student-specific working portfolios of notes and illustrations based upon reading reflections and class discussions focused on various writing styles such as narrative, expository, and persuasive writing. These writing and analytical tools provide a common framework for analysis across the curriculum. Each year teachers build upon these techniques to promote increased levels of critical thinking. A writing portfolio starting in 1st grade is maintained for each student in the building.

Oral communication skills are part of our authentic literacy program. Students frequently present oral projects, read at mass, lead classroom prayer, and do morning and afternoon announcements. Student

ambassadors in grades 6-8 showcase their oral communication skills by providing prospective student tours throughout the year.

Language arts classes are leveled in grades 4-8 to allow students to progress at a pace best suited to their abilities. In these grades, the honors English Language Arts Reading (ELAR) courses are offered to prepare students for the rigor of pre-AP and AP literature courses in high school. Additionally, the small class sizes allow the classroom teacher to provide individualized attention and tutoring to any student requiring additional support.

In order to properly assess students' longitudinal growth in critical ELAR skills, ASCS implemented tri-annual benchmark testing through the use of the IXL Real-Time Diagnostic, a 45-minute diagnostic evaluation of the student's ELAR skills. ELAR teachers analyze data at their monthly PLC meeting to ensure that every student is growing and on grade level. In addition to the benchmark testing, students utilize the IXL platform for approximately 60 minutes of weekly ELAR and math skills practice, both in class and as homework. Students may work on specific skills assigned by their teachers, or they may work on skills that are recommended as part of students' IXL Real-Time Diagnostic. Teachers and parents are provided comprehensive data to assess student achievement. The school strives to have every student achieve content mastery of the critical skills.

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

The ASCS mathematics curriculum is based upon standards set by the Diocese of Dallas, based on the Texas Essential Knowledge and Skills and the Common Core standards. The mathematics curriculum is designed to be challenging and forward-focused to ensure that ASCS students have the 21st century skills needed to succeed in high school and beyond.

The foundational skills required for success in mathematics include problem-solving, reasoning, and proof; communication of mathematical thinking; understanding mathematical interconnections; and using representations to model and interpret physical, social, and mathematical phenomena. In grades K-5 the Sadlier Progress in Mathematics series is used to develop these math fundamentals. In grades K-2, the text is supplemented with manipulatives to promote a hands-on, experience-based understanding of concepts including computation, length, volume, weight, area, shape, time, and money. The web-based IXL Learning and Khan Academy supplement the math curriculum, providing ASCS students with a fun, online system to practice math skills ranging from pre-K to algebra. Students in grades K-3 utilize Rocket Math, an online math facts program, throughout the school year and in summers to improve math fluency.

In grades 4-8, honors math courses are offered to prepare students for pre-AP and AP math rigor in high school. Commencing with 5th grade honors the Big Ideas math series is utilized. Honors students take coursework a full year ahead of their on-level peers. Honors eighth-grade students complete Algebra I. Students who are performing below grade level or just needing a little extra attention in math benefit from the ASCS summer IXL math readiness program and the small class sizes, allowing the classroom teacher to provide individualized attention and tutoring to any student requiring additional support. In addition, the middle school math teacher hosts additional classes before school to prepare 8th grade students for the math placement exams at the local Catholic high schools.

In order to properly assess students' longitudinal growth in critical math skills, ASCS implemented tri-annual benchmark testing through the use of the IXL Real-Time Diagnostic, a 45-minute diagnostic evaluation of the students' math skills. Data is analyzed by math teachers at monthly meetings to ensure that every student is growing and on grade level. In addition to the benchmark testing, students also do approximately 60 minutes weekly of IXL math practice. The program is designed to develop the essential math competencies. Students may work on specific skills assigned by their teacher, or they may work on skills that align with the math textbooks or that are recommended as part of student's IXL Diagnostic. Teachers and parents are provided comprehensive data to assess student achievement. The school strives to have every student achieve content mastery of the critical skills.

and large-scale assessment data are analyzed at monthly Math PLC to tailor instruction for individual students, grade levels, and as a school. In addition, the Math PLC developed the “five critical skills” every student needs to know to matriculate to the next grade level.

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

The ASCS science curriculum is based upon the Diocese of Dallas curriculum which in turn is based on the State of Texas science content standards and the Next Generation Science Standards. It is premised on the conviction that each citizen of the twenty-first century must be scientifically literate. Foundational science skills include using the scientific method, the ability to evaluate information for accuracy and logical consistency, and the synthesis of facts and concepts to form and support a valid conclusion. Whether learning about aerodynamics from a paper airplane competition, removing chlorophyll from a leaf, or demonstrating the semi-permeability of cell membranes, hands-on experimentation is an integral part of the ASCS science education at every grade level. Experience-based learning continues outside the classroom through participation in a fourth grade ASCS science fair and the Dallas Regional Science and Engineering Fair for seventh grade students. All Saints is the only Catholic School in the Diocese of Dallas to participate in the Dallas Regional Science and Engineering Fair. In addition, field trips to the Dallas Arboretum, Blackland Prairie Raptor Center, the Dallas Aquarium, and the Perot Museum of Nature and Science are coordinated with areas of study. After-school clubs include a Garden Club for grades 1-3 led by the Texas A&M Agrilife Center, a competition Robotics team led by the Director of the Innovation Lab, and various after-school STEAM activities.

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

The ASCS social studies curriculum is based upon the Diocese of Dallas standards, which is based upon the Texas State Department of Education and the National Council for Social Studies. It includes four main strands: Civics, Economics, Geography, and History, with Catholic social teaching integrated throughout the strands. Foundational skills in each of these critical areas are developed through project-based learning. For example, each year, primary students study their ancestry and prepare written and oral presentations as well as demonstrations of food, art, and costumes that celebrate their multi-cultural heritage. Intermediate school students have participated in Enterprise City, an award-winning economic education program developed by a local public school district and the local business community that uses a simulated city environment to provide real-world experiences that introduce students to their future roles as producers, consumers, and citizens. Students in 6th grade participate in National History Day at both the schoolwide and regional levels. Seventh-grade students attend a day-long Texas history program in Austin, the state’s capital. Church history is woven throughout both the religion and social studies classes. All ASCS students learn about various cultures through celebrations such as Chinese New Year and the Feast of Our Lady of Guadalupe.

Veterans Day is a major celebration at the school hosted by the Student Council. Students invite veterans from the school community and local nursing and retirement homes. Veterans participate in the special breakfast and schoolwide assembly, featuring a keynote speaker, the winners of the middle school poetry contest, student choirs, and the band and orchestra. Following the assembly, veterans visit classrooms and share their experiences with students. The entire event is student-driven and teaches our students about the importance of service and sacrifice for our country.

1f. For secondary schools:

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

ASCS offers an accredited preschool program for three and four-year-olds. The program follows a curriculum set by the Diocese of Dallas and ASCS based on standards aligned with the National Association for the Education of Young Children and other national preschool standard-setting organizations. Core curriculum is provided in each of the following domains: spiritual, aesthetic, cognitive, social-emotional,

language, and physical development. By design, the preschool curriculum is aligned with the ASCS K-3rd grade academic standards. Mathematical and scientific thinking is fostered through active exploration, experimentation, and observation. ASCS preschoolers develop phonemic awareness, exercise listening skills, and explore a variety of writing forms that promote language and literacy development. Since the integration of the preschool and K-8 programs, primary school teachers have observed increased reading readiness and greater independence.

Preschool students have an extremely comprehensive curriculum. In addition to the components noted above, all preschool students learn about coding and robotics during two weekly classes in our state-of-the-art Innovation Lab. Students develop familiarity with both the Mandarin and Spanish languages by taking one class of Mandarin and one class of Spanish weekly. The curriculum is rounded out with two weekly classes in art, physical education, and music. Preschool students perform in the annual Christmas Nativity play each December, replete with costumes and music. Throughout the year, teachers plan various outdoor sensory days to engage students and parents alike. On Thursdays, preschool students deepen their spiritual life by attending chapel with our resident Catholic deacon.

2. Other Curriculum Areas:

A hallmark of an ASCS education is the ability of all students to take bi-weekly classes in our state-of-the-art Innovation Lab. Robots and iPads, VR Goggles, Ozobots, Snap Circuit Boards, mBots, ASUS Windows, and laptops are utilized daily in our Innovation Lab. In grades 6-8, students use vidcode.com to learn how to write and use JavaScript. In grades 4-5, students use Block language and JavaScript to control the Sphero Bolt single-piece robot. Hands-on activities provide students with an introduction to coding, including control structures, variables, constants, and development. Students in grades 4-8 use Google Docs, Slides, and Sheets to create computer artifacts to improve communication, analysis, and collaboration skills.

ASCS has a distinguished performing arts program. Aware of the growing body of research that links early music education to lifelong benefits, ASCS considers music an integral part of the curriculum. Students in PreK3-3rd grade receive music instruction twice a week focused on elements including the study of pitch, rhythm, notation, theory, style, and music history. In fourth grade, students may join one of three leveled and award-winning orchestras or bands. Musicians play for the school's weekly Friday masses. All middle school students receive weekly vocal training in a music appreciation/choir class.

The ASCS visual arts curriculum allows students to develop critical thinking and problem-solving skills while learning new forms of self-expression. Art instruction is provided for 60-90 minutes each week as part of the preschool through third-grade curriculum and is an elective in grades 4-8. The art program allows students to explore the elements of design, principles of composition, periods of art history, and contributions of various artists.

Mandarin and Spanish instruction begins in preschool and continues through eighth grade. Students in preschool through fifth grade attend Mandarin and Spanish classes once a week whereas 6th-8th grade students study either Mandarin or Spanish three times per week. The Mandarin and Spanish curriculum is designed to promote reading, writing, and conversational proficiency. ASCS recognizes that early foreign language education provides cognitive benefits and promotes cross-cultural understanding. ASCS complies with the National Blue Ribbon Schools Program foreign language requirement in that twenty percent or more of ASCS students in grades 7-8 must take Spanish language instruction during the regular school day for the equivalent of at least 30 minutes per week for an entire year.

ASCS recognizes that regular physical education prepares children to be physically and mentally healthy throughout their lives. Through physical education, ASCS students develop improved motor skills, sportsmanship, self-discipline, and stress-reduction strategies. The children strive to achieve healthy personal fitness goals and develop an awareness of the benefits of a physically active lifestyle. ASCS also offers a complete program of extracurricular activities to inspire and challenge students of varied interests. These include multiple school sports teams organized through the Dallas Parochial League, student council (grades 5-8), student ambassadors (grades 6-8), Junior Beta Club (grades 6-8), Robotics Club (grades 4-8),

Diocesan Speech League, Chess Club, Boy Scouts, Girl Scouts, Private School Interscholastic League (PSIA), and summer gifted/talented program through DECATS.

3. Academic Supports

3a. Students performing below grade level:

ASCS is committed to understanding and meeting the unique needs of each student. The hallmark of our program is our low student: teacher ratio coupled with dedicated master teachers who are able to differentiate instruction appropriately for each student to create a personal instructional experience for each child.

ASCS meets the individual needs of students with learning disabilities through accommodation plans. Each plan is developed from the results of educational diagnostic testing and parent/teacher input. Teachers frequently meet with the principal and counselor to provide the best strategies to ensure student success. In Kindergarten through 8th grade, students are provided reading instruction that focuses on the fundamental skills necessary to become an effective reader. The instructional approach is systematic, sequential, cumulative, process-oriented, and meaning-based. All instruction taught in a multisensory manner. Tutoring is provided by teachers, adult volunteers, and high-school alumni volunteers. Each teacher is required to schedule 60 minutes per week for tutoring. Most teachers tutor 3-4 hours per week to meet the needs of our learners.

In 2020-21, ASCS offered both in-person and remote instruction. The twenty-five percent of students who opted for remote learning did not have the same educational experience as their in-person counterparts. As remote students matriculated into the classroom, the faculty and principal noticed that they were behind academically. Students were given benchmark testing in math and ELAR to assess their skills. In April 2021, all students came back on campus to take the ITBS assessment in math and ELAR. Any student below grade level was given an individualized learning plan for the summer. Teachers monitored these students' progress throughout the summer, providing extra tutoring where possible. It was critical that students start the 2021-22 school year on grade level. To progress academically, all students did summer reading projects and additional weekly minutes in IXL Math.

3b. Students performing above grade level:

ASCS is committed to understanding and meeting the unique needs of each student, including students who perform above grade level. Starting in Kindergarten, teachers differentiate reading groups. Throughout the primary grades, both the classroom teacher and the library manager will give students challenging books to foster a love of reading. Students performing at a high math level are given more challenging material. In 2020-21, the 4th grade math teacher held a separate class for advanced 3rd grade students during her lunch hour so as to keep the students moving forward academically.

Commencing in 4th grade, ASCS offers an honors program in ELAR and mathematics. The ASCS Honors program is designed to challenge students in ELAR and math using curriculum compacting, differentiated instruction, problem-solving, practical applications, and various strategies that help meet all learning styles. The goal of the Honors program is to encourage self-directed, lifelong learning. Nominations for the Honors program are based upon quantitative assessments, teacher observation, and prior performance in math and reading classes. Students in the Honors reading program are exposed to more advanced literature. Students in the Honors math program are an entire grade level ahead. Students that are even more advanced are met at their level with advanced online coursework in mathematics. The Honors classes follow the same general Diocesan curriculum as regular classes but are more project-based and cover objectives with more depth and complexity.

Students above grade level are highly encouraged to participate in extracurricular academic competitions such as the Private School Interscholastic Association (PSIA), the Diocesan Spelling Bee, Dallas Regional Science Fair, National History Day, Diocesan Speech League, Catholic Math League, Catholic Spelling

League, Catholic Science League and the Beta Club, a national service and academic honor society. ASCS students have placed in all these competitions at the regional, state, and national levels.

3c. Special education:

Through in-service programs and the ongoing support of faculty and administrative specialists, the ASCS classroom teachers are also trained to provide differentiated instruction within their classrooms. For example, tiered lessons or activities are used in which all students cultivate the same skills but with different levels of independence, complexity, and support materials. Classroom teachers identify students who need extra support and provide enrichment projects for students who need a challenge. Computers are one of the many important instructional tools in every classroom, providing access to supplemental materials for reading, mathematics, religion, and other subjects.

Teachers continue to work tirelessly to give students the academic support they need. One such example is with a first grader who was struggling with phonics. The principal served as an interventionist, working with her every day in a pull-out for 15-20 minutes. After only seven weeks of daily intervention with the principal, the student is reading well. This intervention has been such a joy, and the student's demeanor has changed dramatically. She now smiles, walking down the hallway, and says that she feels smart!

In 2022, ASCS was able to add a part-time interventionist for students below grade level in mathematics. In 2022-23 through the use of Emergency Assistance to Nonpublic Schools (EANS) funds, ASCS will be able to add a part-time interventionist for ELAR as well.

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

1. Engaging Students:

ASCS students learn that they are responsible for transforming and enriching the world based upon their values from an early age. To foster these values, ASCS students study a virtue every month in a three-year cycle centered around the theological virtues of faith, hope, and charity. Each month, students study a different virtue. The goal is to habituate these character traits as a strong underpinning for spiritual, emotional, social, and intellectual growth. ASCS strives to emphasize the positive, and to that end, ASCS employs a merit system in which all staff is encouraged to “catch” students demonstrating these character traits. When staff members witness these positive behaviors, they add a record to the student’s electronic behavior log. These records generate rewards, including an email to alert the parents of the behavior and recognition on school display boards and at mass.

Compassion is a core value of the Catholic faith. ASCS nurtures compassion in many ways. Each middle school student is required to complete service hours and works of mercy. Each new family to the school is assigned a mentor family that helps engage the new family with the school community. The school plans 3-4 service projects annually to help relieve some aspect of suffering in our community or world. Additionally, the clergy and school counselor provide guidance on various topics, including bullying and anxiety.

Many ASCS students spend eleven years of their early lives as All Saints Eagles. In that time, ASCS families form close bonds with the school and each other that last well beyond graduation. Through sports, scouting, pep rallies, fundraising activities, service projects, committee work, and other activities in the school’s daily life, ASCS has developed a tight-knit but welcoming and supportive community. The administration emphasizes a team approach to problem-solving that asks parents to bring issues to the teacher before involving the administration. The principal’s open-door policy creates an environment where conflict is handled swiftly and with transparency.

During 2020-21, teachers taught in a hybrid environment. To ensure inclusivity, all remote students were included in all school celebrations. Videos were made of all of our school events, including the Halloween parade, Veterans Day, Christmas pageants, May Crowning, and Living Stations. Weekly mass was live-streamed for the community. The principal read to remote students weekly in a "Principal Storytime." The school counselor checked in every week with all remote students.

2. Engaging Families and Community:

Because ASCS educates preschool age three through eighth grade, many ASCS families have multiple children in the school, making ASCS a home away from home. A formal policy encourages each family to volunteer a minimum of 20 hours each year, but many families greatly surpass the suggested minimum. ASCS has an active Home and School Association (HSA) that manages all fundraising, organizes volunteer activities, arranges outreach for ASCS families in need, coordinates room parents, and plans teacher appreciation events. The ASCS Dads Club plans social events such as tailgating parties and the annual Pancake Breakfast. Each fall, ASCS hosts Grandparents Day, which brings grandparents from across the state, country, and world to the school to witness their grandchildren's accomplishments. The annual auction brings together families, the larger parish, and local businesses to provide financial support for ASCS.

Frequent and thorough communication is key to family engagement. ASCS utilizes FACTS, a comprehensive school information system, to coordinate email; post daily class assignments and weekly plans; distribute progress reports and report cards; offer parent access to daily grades; communicate behavior notifications; and provide access to accounting information for each family. Each Friday, a school newsletter, This Week at All Saints, is electronically distributed to keep families apprised of upcoming events, kid kudos, fundraising activities, and the many other bits of information that parents need to know. Additionally, teachers engage in frequent personal and electronic communication with parents.

ASCS also has strong and active relationships with the broader community. Through the annual Fall Festival, weekly liturgical service, integrated vocal and instrumental music programs, scouting programs, and other church ministries, ASCS students and families are deeply involved in the entire parish community. Highland Springs Senior Living Community is located across the street from ASCS, and students and residents frequently join together for activities. Each Veterans Day, ASCS invites retired veterans from Highland Springs and the community to school for a presentation that honors their service to our country through music, poetry, and prayer. ASCS students are invited to visit Highland Springs to play concerts and share stories. John Paul II Catholic High School is located a few blocks from the ASCS campus, and the two schools have worked to develop a strong relationship. ASCS students are regularly invited to the high school theater performances, musical programs, and sporting events. Their students provide tutoring services and serve as mentors who encourage high standards for academics and service.

3. Creating Professional Culture:

Being an educator means being a lifelong learner. At ASCS, professional development occurs throughout the year, allowing teachers to hone their skills and improve their classroom effectiveness continuously. ASCS teachers are inquisitive by nature and enthusiastically seek continuing education opportunities on a wide range of topics aligned with the school's annual improvement plan. For example, in the last year, ASCS teachers and administrators have pursued training in their respective fields of expertise, modern educational methods, technological innovations, faith formation, health and wellness, and student emotional and behavioral development.

Each year the teachers and administrators of All Saints greatly exceed the minimum professional development requirements of the accrediting body, and last year they averaged over 40 hours per professional. Before students arrive in August, ASCS staff members participate in an eight-day summer boot camp in which they receive training in specific academic content areas, develop high-functioning departmental teams, integrate new faculty, and conduct goal setting for the year. Departmental meetings are held weekly to share best practices and integrate teaching across grade levels and subject areas. All core teachers participate in a PLC in either ELAR or math. Each PLC sets annual academic goals such as focusing on close reading of the text or math fact fluency. PLCs also recommend various areas of staff professional development, discuss strategies for differentiated learning, and ensure vertical and horizontal alignment.

From 2018-20, PLCs worked on vertical alignment. Teachers reached out to high school teachers to “backwards design” the curriculum in both ELAR and Math. As such, all ELAR and math classes from PreK3 through 8th grade are vertically aligned. To this end, both PLCs developed a list of “five critical skills” in ELAR and math that must be accomplished before the student matriculates to the next grade level. The “five critical skills” are kept on the teachers’ desk as a constant reminder of what must be achieved by the end of the school year.

New faculty have a special two-day new faculty in-service so they can more easily assimilate into the climate and culture of the school. New faculty are also assigned a mentor teacher to provide extra support throughout the year.

4. School Leadership:

The principal leads with a philosophy centered around the core values of faith, excellence, teamwork, hard work, and service. She models and inspires a collaborative approach to problem-solving and decision-making involving all stakeholders, including students, staff, clergy, and parents. Holding a Juris Doctor, Masters in Educational Leadership, and as a doctoral candidate in Educational Leadership, the ASCS principal is the chief educational officer of the school and in that capacity provides spiritual, educational, and managerial leadership. The principal also works in cooperation with the ASCS President, the School Advisory Council, the Home and School Association, parish leadership, and diocesan school leadership, and faculty and staff to fulfill the school's mission.

Communication is critical to fostering the core values of faith, excellence, teamwork, hard work and service.

Weekly department and staff meetings provide a structured setting for introducing new policies, promoting team cohesion, and implementing suggested improvements. The principal writes a weekly staff communication called the Friday Focus which conveys upcoming events, reminders, kudos, staff birthdays, as well as weekly instructional points and strategies. In addition, the principal writes the Principal's Weekly which is published in the ASCS Newsletter. The principal's open-door policy ensures that the more immediate needs for students and teachers are handled promptly.

The administrators at ASCS are well aware of the many demands on the modern parent and have implemented a multilayered communication strategy to keep parents informed about new projects, progress with current initiatives, and the school's daily life. The principal hosts early morning coffee following standardized testing, writes a weekly newsletter, This Week at All Saints, and communicates with parents daily. She gives a State of the School Address every January. The principal attends all School Advisory Council meetings and Home and School executive board meetings. She answers parent questions at quarterly Home and School Association meetings. The principal's open-door policy also extends to parents that have specific feedback or concerns. Additionally, the school reaches parents and alumni through social media outlets such as Facebook and Twitter.

Each spring, the School Advisory Council conducts an online survey to generate parent feedback about all aspects of the school's educational program and operation. The results of the survey are analyzed and used in the development of the annual improvement plan. At ASCS, regular and open communication creates transparency and trust that fosters strong relationships between parents, teachers, and the school administrators.

5. Culturally Responsive Teaching and Learning:

All Saints has students of different backgrounds, cultures, and faiths. Inherent in our Catholic faith is the respect and dignity of each human person. Each student and staff member in our community brings their unique perspective to the classroom. Opinions are discussed and valued to respect and uphold the dignity of each person. Contemporary social issues are discussed in religion, social studies, and guidance classes. The teachers, principal, and, counselor work together to ensure that students can respectfully express their viewpoints. Structured debates are often held in our middle school classes. Additionally, the counselor and the principal support students and families that may need extra assistance and support dealing with difficult issues.

All ASCS students learn about various cultures through celebrations such as Chinese New Year and the Feast of Our Lady of Guadalupe. For Chinese New Year, the Mandarin teacher decorates the school. Students also participate in a Chinese fashion show, sample Chinese dumplings, and do Chinese painting. A "Lion Dance" performed by authentic Chinese dancers rounds out the week. Mariachi musicians perform at a special mass for the December 12 celebration of Our Lady of Guadalupe. Students sample traditional pan dulce after the celebration.

Diversity is celebrated through studying the lives of our Catholic saints. As aforementioned, the school follows the Virtues in Practice program, in which different grade levels study the saints and various cultures of the Church Universal for the past 2000 years. Through study and discussion and celebrations of saints' lives, our students come to learn that though we are many parts with distinct cultures and traditions, we are all part of the same human family, and the dignity of each human person is quintessential to our understanding and love of one another.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The single most effective practice that has been instrumental in ASCS' success is the development of a shared definition of good teaching coupled with bi-monthly mini-observations of teachers by the principal. In the Diocese of Dallas, principals must evaluate teachers once annually. This means that only 0.1% of their lessons are evaluated by the principal on an annual basis. In order for student learning and achievement to improve, ASCS had to build a shared definition of good teaching. We also had to help teachers understand why the principal was doing mini-observations. Lastly, the observations had to consistently occur and be followed with substantive feedback from the principal to the teachers.

At the August 2019 in-service, the principal rolled out a 5-hour training on the Gradual Release of Responsibility ("GRR"). The purpose of the GRR is to shift the cognitive load from the teacher to the student through a process of focused instruction, guided instruction, collaborative learning, and independent learning. There were numerous interactive exercises and, at the end of two solid workshops, the faculty established "look-fors" for each of the four components of GRR. A different "look for" is now highlighted in our weekly communications, The Friday Focus. We now ask: Are teachers explaining the purpose of the lesson in kid-friendly language? Can the students articulate the purpose of the lesson and why they are learning it? Is the teacher the only questioner in the room? Is the teacher asking open-ended critical thinking questions? How is the teacher differentiating instruction?

The faculty also discussed the purpose of mini-observations and how the principal could help teachers refine their skills as professional educators. The goal was for the entire faculty to become better educators so we could increase student learning and student achievement. Mini-observations range from 10-15 minutes. Oral feedback, a text, email, or a sticky note from the principal follows each visit.

As the 2018-19 year progressed, the principal became a welcomed and expected presence in classrooms. In March 2020, when ASCS transitioned to remote learning, the transition was seamless as the principal came in and out of Google Meets. The teachers are now comfortable with the principal in their classrooms. Classroom walkthroughs are a regular part of the daily routine. The utilization of the GRR model, bi-monthly principal walkthroughs with substantive feedback have been the single biggest factor in driving student learning and achievement at ASCS in the past few years.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$12104
(School budget divided by enrollment)
4. What is the average financial aid per student? \$3299
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 11%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 14%

PART VIII – NON-PUBLIC SCHOOL ASSESSMENT RESULTS

FOR NORM-REFERENCED TESTS

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)¹. 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 subgroup² 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 assessments³).

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.

¹ 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.

² 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.

³ 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)