

***U.S. Department of Education***  
***2023 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 Ms. Cathy Lancaster  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Blessed Trinity Catholic High School  
(As it should appear in the official records)

School Mailing Address 11320 Woodstock Road  
(If address is P.O. Box, also include street address.)

City Roswell State GA Zip Code+4 (9 digits total) 30075-2548

County Fulton

Telephone (678) 277-9083 Fax (678) 277-9456

Web site/URL https://www.btcatholic.org E-mail clancaster@btcatholic.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. Diane Starkovich E-mail dstarkovich@archatl.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Atlanta - Office of Catholic Schools Tel. (404) 920-7700

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 Mr. Michael Sebesta  
(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 the current school year (2022-2023) 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):
- 0 Elementary schools (includes K-8)  
0 Middle/Junior high schools  
0 High schools  
0 K-12 schools
- 0 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, 2022 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 Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	247
10	226
11	244
12 or higher	236
Total Students	953

\*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):
- 0.7 % American Indian or Alaska Native
  - 1.5 % Asian
  - 4.1 % Black or African American
  - 1.8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 84.8 % White
  - 7.1 % 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 2021 - 2022 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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2021	977
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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: 0

8. Students receiving special education services with an IEP: 22 %  
Total number of students served 208

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 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>82</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>94</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>24</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %  
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 5

11. 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	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	78
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. 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 12:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	96%	95%	95%
High school graduation rate	100%	100%	100%	100%	100%

14. **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 2022.

Post-Secondary Status	
Graduating class size	236
Enrolled in a 4-year college or university	97%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

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

Yes X No

If yes, select the year in which your school received the award. 2014

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

Blessed Trinity Catholic High School exists to provide a nurturing educational environment that transforms lives in Christ, integrating spiritual formation, academic excellence, artistic sensibility and athletic achievement.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.btcatholic.org/about>

18. **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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Blessed Trinity Catholic High school, affectionately known as BT, is a four-year college preparatory school located in the north Atlanta suburb of Roswell, Georgia. Since opening in the fall of 2000, BT has been a special place because of the people who compose the community. As one of three Catholic high schools governed by the Archdiocese of Atlanta, the ninth through twelfth grade program provides students with a well-rounded education. The alliance between students, families, teachers, and administrators requires each entity's cooperation in order to achieve overall success. BT's mission statement is grounded in four principles which serve to guide students and their achievements: academic excellence; spiritual formation; artistic sensibility; and athletic achievement. BT values the individuality of each student and celebrates the diverse cultures and traditions within the school. BT's primary goal is to encourage and challenge each student to develop to their full potential. Academically, classrooms engage in inquiry-based learning. Through exploration and challenging questions, students are kept interested in their learning, and instruction promotes students' participation in experiential learning and problem-solving. Students are encouraged to respond to open-ended questions and demonstrate their understanding of concepts and information through the creation of presentations and projects. In an effort to provide necessary emotional support to all students, there are a number of innovative programs that set BT apart from other schools. Students who struggle in courses are required to enter a mandatory tutorial contract until their grade is brought up to a passing score. This program encourages open communication between students, teachers, and families. Although school dismisses at 2:45 p.m. each afternoon, teachers remain in their classrooms until 3:30 p.m., so it is typical to see students working with their teachers for extra assistance. Extracurricular activities are not permitted to begin until 3:30 p.m. so that students have 45 minutes after school each day to work with teachers or to collaborate with peers. BT has a designated Student Support Team (SST) consisting of guidance counselors, administrators, support teachers, and nurses. This group meets each week to review and create an action plan for any academic, emotional, physical, or social issues related to students. The SST involves other members of the community, as needed, to aid students in finding solutions to their problems. The SST was instrumental in creating BT's Pandemic Task Force and Medical Liaison Team at the onset of the pandemic, during the spring of 2020. It was through their in-depth knowledge of the student population that they were able to seamlessly continue meeting student needs digitally, both academically and emotionally. These student support teams continue to help students work through post-pandemic challenges, such as the transition from digital to in-person instruction. While BT is grounded in the Catholic faith, students represent a diverse array of religious backgrounds and affiliations. BT values each member of the school community and holds steadfast to the motto, "Be the Difference." During school-wide events, BT recognizes students and faculty members who make a difference in the lives of others. BT's sense of community is evident in many ways. Students lead monthly all-school masses, held in the gymnasium, where the community comes together to pray for one another and the world. During assemblies, students and faculty members compete in exciting games and cheer on teams, clubs, and organizations. Performances in the theater draw a crowd that includes members of the local community. Students volunteer service by dedicating time and talent to local organizations, and they have the option to attend mission trips to serve abroad. Each year, families lead an annual auction to raise money for a cause that gives back to the students, such as the modernization of the cafeteria. BT's families are invested in the success of their children, and they support the school in countless ways. Additionally, students support one another in all four of the school's pillars: academically, they participate in peer tutoring and collaboration; athletically, students cheer for their classmates at games; artistically, students appreciate the talents of their peers on stage; spiritually, students show compassion to others through community prayer. BT's community is extremely proud to hold the distinction of being named a National Blue Ribbon School in 2014 and proudly displays the National Blue Ribbon banner in the lobby for all stakeholders, guests, and members of the local community to admire. BT believes that this recognition has contributed significantly to overall growth in enrollment and has assisted in establishing its reputation as a solid educational community. BT's culture has been improved by receipt of this prestigious award and takes pride in the opportunity to be considered for this honor once again. As the BT community says to show school pride, "Go Titans!"



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

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

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

BT's English Department believes in developing a student's appreciation for literature and teaching effective communication skills in speaking, listening, reading, and writing. The department aims to create an environment conducive to diverse learning opportunities for students so they can develop the character, knowledge, and skills to succeed in high school, college, and the workplace. Additionally, BT strives to prepare students for the many challenges they will face as lifelong learners and responsible citizens. Students are required to take four English credits, or one course for every semester enrolled at BT. The sequence of English courses is as follows: English 1, World Literature, American Literature or AP English Language, and British Literature or AP English Literature. Elective courses include Yearbook, Creative Writing, Multimedia Journalism, Mythology and Classic Archetypes, and Shakespeare's Comedies. Teachers structure their classes so that students receive daily instruction in literature, writing, grammar, and vocabulary. Both grammar and vocabulary are taught in context as well as in isolation. Instructional strategies include writing workshops with peer editing and self-reflection, mini-lessons to assist students with recall of prior knowledge, guided lessons, where modeling is used to assist with practice, and independent or group work, including student pairings to assist with skill development. English units start with an essential question which is addressed through the unit's instruction. Teachers encourage independent reading and teach annotating as a method to fully engage in text. Prior to providing instruction on a new text, students are immersed in the author and background information, vocabulary, motifs, and characters in order to fully grasp the literature. These pre-reading and pre-writing strategies build schema and are helpful in making connections to the text. Since all students must develop strong writing and communication skills in order to succeed in college and the workplace, ninth through twelfth grade English classes spend a semester conducting research on and analyzing a chosen area of interest. This initiative encourages reading for critical analysis and aids in the improvement of reasoning abilities. On Google Classroom, essays and open-ended questions and answers are given as homework assignments in order to tap into prior knowledge, to encourage conversation, and to track understanding. The end result is a positive one, as all of the hard work is demonstrated in a well thought out essay that students are able to refer back to for other content areas. English teachers include formative assessments, such as open ended questions, Socratic seminars, and journaling within instructional units and lessons; these assessments assist in determining student progress and measure required plans to assist students in mastering content. Formative assessments are used to plan future instructional lessons according to student needs. Scaffolding and remedial supports are integrated following a review of the data provided by formative assessment. English teachers use summative assessments, such as essays, projects, or tests to provide a measurement of how well a student has mastered the content.

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

The Mathematics Department provides a multi-level college preparatory curriculum that prioritizes logical reasoning, problem solving, and applications to real world situations. Through a variety of instructional methods, math teachers nurture each student in their mathematics, as well as their spiritual and social growth and development. Students are required to take four math credits, or one course for every semester enrolled at BT, and the course sequence is aligned with academic levels. The sequence on the standard level is Algebra 1, Geometry, Algebra 2, and Algebra 3 with Trigonometry. The sequence on the advanced level is Algebra 1, Geometry, Algebra 2, and Precalculus or AP Precalculus. Advanced level students may also take a placement test to start in either Geometry or Extensions of Algebra and Geometry, a course designed for students who have had exposure to algebra, but could use additional reinforcement of algebra skills before completing Geometry and moving to Algebra 2. Students then progress to Algebra 2, Precalculus or AP Precalculus or Calculus Part 1 Honors, which may be paired with either Calculus Part 2 Honors or Statistics. On the honors level, students begin in Geometry or Extensions of Algebra and Geometry and progress on to Algebra 2, AP Precalculus, and either AP Calculus AB or AP Calculus BC. Math electives include Discrete Math, Statistics, and AP Statistics. BT's math classes incorporate activities

that assist with a conceptual understanding required for skills acquisition. Students engage in hands-on learning, project-based learning, paired groupings, and game-based learning. Teachers incorporate explicit instruction in their classrooms, in order to demonstrate new concepts. Visual tools and technology, including Google Classroom, assist in increasing a student's conceptual understanding of information. Interactive SmartBoards afford visual learners with a better understanding of ideas. Content-based terminology is incorporated into lessons, and students are encouraged to become comfortable using appropriate vocabulary. Teachers incorporate tools that promote repetition and continued practice of skills. All instructional strategies are intended to create a classroom environment which promotes a student's lifelong appreciation of mathematics and the recognition that classroom skills can be applied to real-world scenarios. Teachers in higher level courses discuss potential math-oriented careers, such as accounting and actuarial science. Teachers incorporate instructional strategies and formative assessments to assist students in comprehending math lessons and skills. Teachers use frequent formative assessments in order to gauge a student's comprehension of instructional information. Through data collection and portfolio analysis, teachers are able to determine future instruction, as well as tailor instruction to meet the needs of individual students. Summative assessments such as tests and projects are helpful in ascertaining mastery of content and skills.

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

The Science Department maintains the primary goal of developing students' respect for the order and beauty of creation, an awareness of the forces that shape the physical and biological world, and a sense of personal responsibility for the direction science and technology will take in the course of their lives. The science program provides students with a method of acquiring, organizing, analyzing, and explaining scientific information. Professionalism, ethics, critical thinking, decision-making skills, and retention of core curricula are stressed throughout a student's scientific studies at BT. Teachers strive to remain current on scientific developments and encourage scientific curiosity and growth. Students are required to take four science credits while enrolled at BT. The required science courses are as follows: Biology, Chemistry, Principles of Physics/Introduction to Chemistry, or Physics (yearlong). Elective courses include AP Chemistry, AP Physics C: Mechanics, AP Biology, AP Environmental Science, Anatomy and Physiology, Earth Science: Geology/Astronomy, Earth Science: Oceanography/Meteorology, AP Physics 1, Physics Advanced, and Physics. Our science teachers utilize group pairings and a cooperative learning environment in their classrooms. Experiments, labs, and other hands-on activities allow students to be invested in their own learning. An example of hands-on learning is the annual planetarium created by Astronomy students, where students turn the gymnasium into a planetarium depicting the solar system. Classrooms are learner-centered, and they use an empirical approach to gather and analyze data for investigatory purposes. Students engage in learning experiences which promote critical thinking skills. Teachers use formative assessments, such as lab journals or open-ended questions to monitor progress and guide instruction. Technology assists in maintaining student engagement, and it allows students to gain perspectives through visuals, videos, and real world interactions. Summative assessments assist teachers in determining a student's mastery of materials and information.

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

The purpose of the Social Studies Department is to direct the development of reflective, competent, and concerned citizens with both local and global perspectives. In addition to building content knowledge of significant historical people, events, and trends, the department is focused on developing the historical thinking skills necessary to analyze a variety of historical evidence and develop arguments of explanation and solution to issues facing the world. Using the content knowledge of history and analytical skills, students make informed decisions within their spheres of relationships. Students learn their rights and responsibilities within these relationships in order that they may live according to truth and justice. The social studies curriculum is presented using a variety of methods with the goal of encouraging a student's strengths and improving a student's weaknesses. Students attain a repertoire of skills necessary to succeed in all areas of liberal arts education at the college level. Students are required to take four social studies credits, or one course for every semester enrolled at BT. The sequence of social studies courses is as follows: Human Geography, World History, United States History, Government, and Economics. Elective courses include AP Comparative Government, AP Macroeconomics, AP Microeconomics, AP Psychology, and AP United States Government and Politics. Classrooms encourage cooperative learning to promote students'

interactions with one another. Students gain knowledge through listening to and exchanging ideas with one another. BT's social studies classrooms are safe environments where students are able to share their beliefs or viewpoints in a positive setting. Project-based learning and collaboration helps students to gain hands-on practice working together. Formative assessments, such as class discussions, Venn diagrams, and polls are used to inform instructional decisions. Summative assessments such as projects and tests assist in identifying content mastery.

**1e. For schools that serve grades 7-12:**

The preparation for the college process is greatly aided by BT's Guidance Department. Each year, conferences are held with students, their families, and their guidance counselors to discuss curriculum rigor, course progression, resume development, and extracurricular activities. Students review their profiles on Naviance, a career readiness program that provides access to college planning and job evaluation resources. Counselors provide a standardized testing timeline and an outline for the college admissions process, tailored to each individual student's needs. Additionally, they encourage students to enroll in career preparedness elective courses, such as Business, Computer Science, Engineering, Robotics, Accounting, and Website Design. During the first two weeks of school, seniors have a private counseling session with their counselor to review college application submission schedules. Counselors readily answer questions and offer individualized help with the application and financial aid process. Along with advice on producing a curriculum vitae and an application essay, the college and scholarship application processes are covered in videos and resources which are maintained on Google Classroom. Students are encouraged to visit college campuses, and they are provided assistance in compiling a list of colleges that match their needs. In addition to assisting with college preparedness, all students have access to an assigned guidance counselor for any academic, social, and emotional needs that arise. This counselor remains consistent as students matriculate through their years at BT. Annually, counselors work with the Alumni Office to organize Career Day, where former students and members of the local community speak with students about their career paths. BT's Guidance Department is also responsible for scheduling and administering school-based standardized testing for students, starting with the PreACT and PSAT during Freshman or Sophomore years, and the SAT and ACT during Junior year.

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

**2. Other Curriculum Areas:**

**2a. Arts (visual and/or performing)**

In the area of Fine Arts, one credit is required from the areas of dance, drama, art, music, or yearbook. Courses provide opportunities for students to explore the arts and acquire historical and cultural knowledge while developing skills across various arts disciplines. The study of fine arts establishes a basis from which a student's creativity may flourish, using personal expression to connect a student with the human experience. The Fine Arts Program offers courses in Band, Chorus, Dance, Graphic Design and Photography, and Visual Arts. Band courses include the BT Symphonic Band, Percussion Ensembles, with two levels of percussion classes to meet the needs of introductory and advanced players, and AP Music Theory. The Titan Battery is a group of students that provides entertaining musical and visual performances at school-wide events. Chorus courses include Concert Choir and the Trinitones, an a cappella group. BT's dance program has had twelve students selected for the Governor's Honors Program, and many dancers continue their passion of dance following their time at BT. The drama program helps each student enrich their emotional, social, and educational growth through a variety of activities in production and in the classroom.

**2b. Physical education/health/nutrition**

The Physical Education program is designed to provide a wide variety of learning experiences for students, regardless of individual ability level, that encourages wise personal decisions regarding a lifelong pursuit of a healthy lifestyle. In the area of Physical Education, one credit is required, including Health. Courses include General Physical Education, Introduction to Strength and Conditioning. Health courses include the option to focus on either First Aid or Driver's Education, which includes certification in the Alcohol and Drug Awareness Program (ADAP). Additional courses include Lifetime Sports, Team Sports, Athletic Training and Sports Medicine, and Core and Mobility. Over 70 percent of the student population participates in the various sports within BT's athletic program, so courses within the area of Physical Education assist in required training and success in the programs. BT is a member of the Georgia High School Association (GHS) and competes in Class 6A. BT's athletic programs have successfully earned a total of 53 state championships. As a pillar of the school's mission, athletic achievement is a way of life at BT.

## **2c. Foreign language(s), if offered (if not offered, leave blank)**

Within BT's World Language program, students are required to take two credits of the same foreign language. BT views the study of language as not merely the study of grammar and vocabulary, but also the study of culture, religion, society, history, and geography. The purpose of studying a language other than one's own, whether modern or classical, is to enrich one's education both in the classroom and in the community. BT's World Language courses broaden a student's perspective of the larger context of the world and open windows into other global communities that might not otherwise be accessible. Teachers in this area believe that multilingualism is the way of the future. The department's aspirations are to provide students with the language tools needed to establish more relationships in and outside of their social, academic and religious groups. Courses in this area include education in the languages of Spanish, French, and Latin. Advanced Placement courses are offered in each language.

## **2d. Technology/library/media**

In the area of Business and Technology, one credit is required, including the mandatory class, Personal Finance; this course is designed to encourage students to challenge existing social norms regarding debt and spending while learning about the positive benefits of budgeting, saving, and investing. Business concepts and technology are integrated into all courses in order to help students develop real-world problem-solving skills. The Business and Technology department provides students with tools required for success in college, career, and life. A core belief of this department is that such success comes from the integration of business concepts into all technology courses, as well as the inclusion of technology and engineering concepts into all business courses. Additionally, teachers focus on developing students into problem-solvers through project-based challenges and activities. Courses are offered in Business, Computer Science, Law, Accounting, and Web Design. Additionally, Robotics courses integrate Science, Technology, Engineering, and Mathematics (STEM) into their curriculum. BT's dedicated STEM laboratory includes nine 3D printers, a fabrication machine, a welding station, and a regulation robotics competition surface.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

The Virtual Days Program was implemented in 2014 to support all curriculum. To demonstrate the technological advancements within the school and provide a unique learning experience for our students, two "virtual school days" were conducted in October, with the teachers in the building and the students "attending" all classes at home. At that time, students and teachers participated in remote learning two times per semester in order to prepare for impending snow days. Due to these practices, at the onset of the pandemic in the spring of 2020, students were able to seamlessly continue their education digitally. These processes remain in place, and we continue to review and monitor protocols to ensure the education of our students at all times and under all circumstances.

## **3. Academic Supports**

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

Students performing below grade level are assisted through academic support programs, mentoring programs, and study skills tutorials. Classroom teachers routinely monitor their students' progress in order to collect and evaluate data to determine instruction, interventions, and assessments. For concepts that require additional remediation, teachers provide strategies, such as scaffolding and differentiated instruction to meet the specific needs of each learner. Classroom teachers offer personalized tutoring, facilitate peer tutoring groups, and conduct small group instruction, both in the classroom and after school. These programs assist BT students in clarifying confusing concepts, building study skills, and catching up on missed material. Classroom teachers provide student achievement updates to members of the Student Support Team (SST), which includes guidance counselors, Assistant Principals, support teachers, and school nurses. The SST meets on a weekly basis to address at-risk students, identified through progress monitoring and data collection, and to work with teachers in the development of action plans for the provision of early intervention and ongoing support to students. Similar to classroom teachers, the SST maintains open communication with students and their families. Support teachers provide one-on-one instruction on executive functioning and learning skills, including time management, note-taking, study techniques, and test-taking strategies to students who demonstrate a weakness in these areas. Additionally, support teachers oversee the peer tutoring program, "Students Teaching and Reaching Students" (STARS), and they match peer tutors with students struggling in specific content areas. Students who require additional guidance and support are paired with mentor teachers. Mentors help students navigate academic and personal challenges, set goals, and develop positive habits in the classroom and at home. Mentors help students feel more connected to BT, which is instrumental in the overall improvement of academic performance.

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

The curriculum at BT includes most courses offered at multiple levels, including Advanced and Honors/Advanced Placement (AP). While each level of a course has similar goals and objectives, the level of instruction varies by methodology, degree of difficulty, and volume of information presented. Advanced level courses are designed to meet the needs of students who want a college preparatory curriculum, who can complete tasks with minimum supervision, and who have an above average level of aptitude and achievement. Honors/AP level courses are designed to meet the needs of students who want an advanced college preparatory curriculum, who are highly motivated, and who have a high level of responsibility, aptitude, and achievement. In Honors/AP level courses, principles and concepts are explored in greater depth, and more independent work is expected of the student. Students are not necessarily placed at the same level in all subject areas, and placement is based on the student's aptitude and performance in the various disciplines. BT reviews a number of factors when placing students in the correct course level, including past grades in content area courses, self-motivation skills, reading and writing skills, and standardized test scores. Advanced and Honors/AP level students must demonstrate their ability to think critically and analytically about the subject matter. Prerequisites for AP courses include prior enrollment in an Honors level course in the same subject area. Students must enter a contract for all AP courses to demonstrate their understanding of the time commitment necessary for the additional work required on that level.

### **3c. Students with disabilities:**

BT maintains a collaborative approach to support students with disabilities. The Academic Support Center establishes Individual Accommodation Plans (IAPs) to support students who present psycho-educational or psychological testing either during their initial admissions process or while they are enrolled at BT. IAPs allow for the provision of approved classroom accommodations which are recommended by a student's physician in their testing. Accommodations supporting instruction include the allowance of extended time on assessments and in-class assignments, the use of audio books, access to notes, preferential seating, marking directly on tests, the use of a computer for writing essays, testing in a distraction-free environment, and spelling consideration. Upon establishing an IAP, support teachers meet with students and their families to review approved accommodations and to explain how they are used in specific, content area courses. Through collaboration with classroom teachers, support teachers ensure that students are provided with opportunities for academic, social, and emotional success. Using both push-in and pull-out methods, support teachers assist students through direct instruction in small group and individual settings. Support teachers monitor student progress to determine the need for remediation and to evaluate instructional strategies. Students attend weekly check-in meetings with support teachers to analyze their performance in

all courses; during these meetings, support teachers provide instruction in executive functioning and learning skills, including time management, note-taking, study techniques, and test-taking strategies. Support teachers maintain open lines of communication with students, families, classroom teachers, and guidance counselors in order to provide the best possible continued support to students.

**3d. English Language Learners:**

**3e. Other populations, if a special program or intervention is offered:**

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

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

BT supports the academic, social, and emotional development of all students by providing a unique way for students to interact with peers across all grade levels. The House System was implemented in 2007 to help new students feel more comfortable in their surroundings, and it remained in operation in a digital capacity during school closures and remote learning. The program is well-loved by students, faculty, and families and is often compared to the Harry Potter style houses of Hogwarts. The program encourages students to build intimate connections within the school community, as it provides students the chance to socialize with and learn from peers they may not have otherwise known. Students are randomly assigned to one of eight Houses upon enrollment at BT: Aquinas, Dante, Goretti, Kolbe, LaSalle, Seton, Vianney, and Xavier. Each House is further broken down into five Families, consisting of approximately 24 students per Family, representing all grades. These smaller groups spend 40 minutes each Tuesday with a Family Mentor who leads discussions pertaining to a range of themes related to academics, self-awareness, and social/emotional concerns. Weekly lessons are created by a House Director, five faculty/staff Family Mentors, two student-elected Senior Captains, and one elected representative from each of the ninth, tenth, and eleventh grades. Students are encouraged to serve in this leadership capacity since these 40 elected student leaders make up BT's Student Government. Students remain in the same Families with the same Family Mentors during their time at BT. This system results in students referring to one another as "family members" in the hallways and at school-wide events, and they form bonds regardless of grade level, academic interests, or extracurricular activities. In addition to planned lessons, this time is used to meet with guest speakers and perform service projects. More importantly, Family Mentors can add to the curriculum, as needed, in the event that an important topic arises. For example, prior to final exams, when students can feel added stress or anxiety, integrated lessons incorporate stress management techniques. Houses earn points by participating in tournaments and other competitions throughout the academic year, including attending designated athletic and fine arts events and making the honor roll. Houses compete for "House of the Month" and "House of the Year," which is always a highlight for the students, as they engage in friendly competition.

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

BT builds partnerships with families and community members in order to promote student success and school improvement. Families pay tuition to help cover the costs of educating their child, but since tuition does not cover all of the school's costs, BT conducts an Annual Fund and other fundraising activities to help balance the budget. BT asks the entire school community, including faculty and staff, alumni, parents of alumni, grandparents, current parents, and current students to contribute to fundraisers. Throughout the year, there are various opportunities to financially support BT. The Trinity Fund is BT's single most important fundraising initiative, and it has garnered one hundred percent participation from faculty and staff during the past two years. Gifts to the Trinity Fund are utilized during the specific academic calendar year in which the gifts are made, and they are used to advance the school's mission by bridging the gap between tuition revenue and the true cost of a BT education. The Auction Gala is the largest fundraising event for the school and is made possible through the time and talents of volunteers. BT participates in the GRACE Scholars program, a state-approved Student Scholarship Organization (SSO) established by the Archdiocese of Atlanta in 2008. This program allows Georgia residents to redirect a portion of their state income taxes to a private school of their choice to provide financial aid to students coming from public schools. GRACE recipients must qualify for financial aid based on need. Additionally, BT has several endowed scholarships, awards, and funds. The Advancement Office raises additional funds for the school by partnering with merchants within the local community. During the school year, families and neighbors enjoy watching students participate in numerous academic, athletic, and fine arts programs. Alumni students are excitedly welcomed back for BT's annual Career Day, where they join with members of the local community to speak with students about their chosen career paths. Throughout the year, social media posts and videos offer insight into BT life and provide updates to all stakeholders. The Admissions Team conducts tours and meetings for area schools, students, and families applying to high school. Many school events are live-

streamed to enable parents, alumni, family members, and students the opportunity to stay connected with BT.

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

BT creates an environment where faculty and staff members feel valued and supported. In addition to assigned classrooms, teachers have space in shared departmental workrooms to collaborate on lessons and to explore ideas to promote student achievement. There is a sense of camaraderie and fellowship in the hallways, classrooms, and workrooms. Students start their school day one hour later on Wednesdays, while faculty and staff use this morning time for meetings. During monthly faculty meetings, members respectfully support one another while listening to administrators, colleagues, and guest speakers discuss topics of interest and share expertise in a community forum. Monthly department meetings present opportunities for teachers to collaborate on topics related to specific content areas. New teachers become a part of the BT community upon hiring. Two programs are in place to provide newly hired teachers with the information they need to gain a level of comfort that assists in their overall success in the classroom. The Teacher Mentor Program pairs experienced teachers with new teachers to assist with transitional training and support. These teacher teams meet prior to the start of the school year, and they are typically paired based on the shared courses they teach. In addition to reviewing school policies and procedures, mentors assist new teachers by providing access to shared materials and curriculum. Mentors work with mentees throughout their entire first year at BT, which allows them to transfer valuable information on a continuous basis. In addition to this program, BT's New Hire Training Program meets every Monday for the first semester of the school year to introduce new faculty members to all key staff. This program helps new teachers to build relationships and to understand various duties and responsibilities of their colleagues, as well as to learn policy and procedure in detail. Ongoing support includes two annual classroom observations by administrators and department heads, in an effort to provide appropriate and constructive feedback to faculty members. Teachers are encouraged to attend content related conferences or seminars and to take advantage of professional development opportunities. During school closures, in addition to the advantages of Google Classroom, teachers were provided with all technology required to fully engage students from their homes. Some faculty members have an assigned "Substitute" period in their schedules, and BT maintains a list of trained substitute teachers to support teacher outages due to illness or for personal reasons.

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

BT operates under an environment in which leadership, faculty, and staff prioritize a dedication to the school's mission statement: "Blessed Trinity Catholic High School exists to provide a nurturing educational environment that transforms lives in Christ, integrating spiritual formation, academic excellence, artistic sensibility, and athletic achievement." Leadership places great value on the physical safety of BT's students and faculty and ensures a supportive and responsive attitude toward each member of the community. BT's leadership team consists of a Principal, who reports to the Superintendent of the Archdiocese of Atlanta. The Principal oversees BT's daily operations, ensures that decisions made on policy are followed, and serves as the financial leader and visionary of the school. A leadership team reporting to the Principal consists of the following: four Assistant Principals; Director of Enrollment; Director of Advancement; Computer System Administrator; Business Manager; Director of Student Activities; Director of Communications; Director of Facilities; Athletic Director. The administrative structure includes the following division of duties among the four Assistant Principals: one is assigned to ninth grade students; one is assigned to tenth grade students; one is assigned to eleventh and twelfth grade students; one is assigned to curriculum and data analysis, supporting successful achievement outcomes, and professional development. This division of duties affords each Assistant Principal the opportunity to understand each student through their evaluation of academic performance, conduct, and social/emotional well-being. The Academic Council is composed of the Administrative Team and Department Chairs, who lead BT's nine academic areas. Major initiatives are brought to the Council and then provided to department and faculty members for input and discussion before implementation. Although working in different areas of school operations, the Council works collaboratively toward the school's mission. An example of the Council's efforts is the establishment of the Pandemic Task Force and the Medical Liaison Team in 2021. Although created in response to the onset of the pandemic, these groups continue to work with the Council and school nurses to assess and prioritize the



health and safety of the school community. All important communication is disseminated to school stakeholders by the Director of Communications.

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

BT celebrates the backgrounds of all students, families, and faculty members, and the value of human dignity is the cornerstone of the community. In the fall of 2021, and in response to the social and racial challenges in the nation, BT created a Social Justice Committee to assist students' understanding of diversity, to teach them the value of communication and listening to different points of view, and to offer them tools they may use in their daily lives. In the BT community, respect for one another is expected and demonstrated. Teachers in the Social Studies Department use historical and current events to stimulate conversation and awareness of social concerns as they arise in local and global communities. Students better comprehend key societal issues through engaging in meaningful discourse and appreciating the viewpoints of other students. Novels are carefully chosen by the English Department to represent a range of countries and heritages. Through texts, students meet a variety of authors, events, and ideas, and they employ Socratic approaches which assist in broadening their thinking while integrating their prior knowledge on a specific subject. The Theology Department's World Religions course introduces students to a range of religious practices and ideologies. The Student Ambassadors and Student Government teams meet frequently to talk about current social concerns and how they affect the student population. Students are encouraged to volunteer with regional and international groups that help people from varied socioeconomic and cultural backgrounds. Students volunteer in the Atlanta community by working with a number of organizations; they serve meals at the St. Francis Table soup kitchen, mentor young children at the Covenant House, and take part in the city's annual Hunger Walk. Habitat for Humanity maintains a branch near BT, and students work to create houses, communities, and hope through their service. BT believes that community awareness is an essential learning opportunity that can be met with constructive response. Faith and values are integrated into all aspects of learning, living, and service to others in order to stimulate students' spiritual, emotional, intellectual, social, and physical growth. BT students must complete 60 hours of service before they can graduate. BT values each member of the community and views differences within the school community as opportunities to grow in knowledge and understanding of one another.

## **PART VI - STRATEGY FOR EXCELLENCE**

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BT is committed to the ideal of educating the whole student and employs a number of strategies to assist in the academic, social, and emotional success of all students. The program most instrumental in positively enriching the educational experiences of BT students is the Mandatory Tutorial Program, commonly referred to as “Mandatory Tutorial.” Mandatory Tutorial is student focused, and its primary goal is to provide an action plan to administer individualized attention to students who demonstrate the need for extra support in identified subject areas. When a student displays a weakness or difficulty grasping concepts, as shown through below average scores, the student and teacher enter into a contract stipulating prearranged meeting dates and times. In order to accommodate students on Mandatory Tutorial, BT implemented a school-wide policy stating that all after school activities begin 45 minutes following dismissal. This policy helps tutorial students avoid potential added pressures associated with missing extracurricular activities on top of concerns about course materials they find difficult to comprehend. Since BT coaches and club moderators are also teachers, they are supportive of this program and encourage students to seek help when it is required. The student’s family is also required to sign the contract, along with the student and teacher, so there are no surprises about grades or progress during a semester. Families are provided with immediate feedback from teachers during the tutorial period, and students are consistently evaluated to determine the continued need for support. This program allows students time to improve grades well before report cards are generated, and, as a result, it has contributed to lessening stress and anxiety associated with grades. Even after contracts are ended, students frequently choose to remain in informal tutorials with their teachers who are available in their classrooms every day after school until 3:30 p.m. to meet with their students. The program has resulted in students feeling comfortable meeting with their teachers, as they recognize the significance of working with them early on when the need arises. This unique program is rooted in collaboration, as students work with their teachers, coaches, and families in an effort to succeed in their courses. Students are empowered to lean on their support systems, at school and at home, and create open lines of communication. This program has resulted in widespread academic success, which has positively impacted the long term goals of all students.

## 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?      \$18142  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$7731
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      9%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      15%

## 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 (2021-2022)<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)