

U.S. Department of Education
2023 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 Mr. John Dols

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

Official School Name Holy Family Catholic High School

(As it should appear in the official records)

School Mailing Address 8101 Kochia Lane

(If address is P.O. Box, also include street address.)

City Victoria State MN Zip Code+4 (9 digits total) 55386-8228

County MN

Telephone (952) 443-4659

Fax _____

Web site/URL <https://www.hfchs.org>

E-mail chromyj@hfchs.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* Michael Brennan E-mail brennanm@hfchs.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Minneapolis and St. Paul Tel. (651) 291-4400

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 Tom Murphy

(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 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

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	139
10	141
11	154
12 or higher	119
Total Students	553

*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):
- 1 % American Indian or Alaska Native
 - 0.5 % Asian
 - 1 % Black or African American
 - 3.4 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 90.4 % White
 - 2.7 % 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: 3%

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	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2021	410
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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: 3 %

Total number students who qualify: 19

8. Students receiving special education services with an IEP: 0 %
Total number of students served 2

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>6</u> Autism	<u>29</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>125</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>49</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 28 %
Total number of students served: 155

10. Number of years the principal has been in the position at this school: 2

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.	37
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
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.	3

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 15:1

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	92%	88%	90%	94%	93%
High school graduation rate	99%	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	103
Enrolled in a 4-year college or university	90%
Enrolled in a community college	2%
Enrolled in career/technical training program	2%
Found employment	6%
Joined the military or other public service	0%
Other	0%

15. 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.

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

Holy Family Catholic High School offers students excellence in education by providing opportunities to grow spiritually, morally, and intellectually within a community of faith. We empower and encourage our students to achieve personal excellence, to use their talents to lead, and to serve God, one another and the larger community.

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

<http://www.hfchs.org/final-acceptance/>

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

Holy Family Catholic High School is a 9-12 school committed to helping young men and women realize their academic and spiritual potential. Our vision is to provide each student with diverse and dynamic experiences in academics, Catholic spirituality, activities, and leadership, to light the Fire within. We are guided by our mission statement. Students are encouraged to lead lives built upon the school's four Pillars of Excellence: Integrity, Scholarship, Leadership, and Faith.

Holy Family Catholic High School is located in a primarily affluent community and comprises a student population that is over 90% Caucasian, reflective of the neighboring communities and public schools. These demographics could be considered a limiting factor in our vision of providing diverse experiences to our students. However, our school has socioeconomic diversity supported through an extensive financial aid program. Additionally, we have a growing population of international students. This experience not only immerses students into our community, but reciprocates with rich stories and traditions from each student's homeland which provide the students with a strong understanding of our diverse and changing world.

Holy Family is highly relational and has a caring culture. Teachers and students benefit from the close relationships formed in classes, sports, and activities. Students enjoy a beautiful campus with modern classrooms, art rooms, theater, labs, physical education facilities, and spiritual and social gathering spaces. The school offers many Advanced Placement and Dual Credit classes with appropriate scaffolds leading to those classes through a series of rigorous honors courses. All students take high-rigor course offerings regardless of ability, and the school provides an array of support services for students in the form of counseling, tutoring, in-school and out-of-school work times with teachers, and student assistance days. We help all students succeed by monitoring grades and building specific times into each day to provide extra help. Students graduate from Holy Family well-prepared to do college-level work.

Students appreciate the many options they have for classes and activities. They take advantage of the extra support time they have both during and after the school day with teachers and are provided with choices as to how to best demonstrate their learning. Parents like the size of the school, its culture, college prep focus, religious emphasis, and high level of communication. Teachers feel respected, trusted, and appreciated. They have the autonomy to teach in a way that works best for themselves and their students, as long as it is aligned with the standards-based curriculum. Teachers are supported through consistent supervision and evaluation, enriched through job-embedded professional learning, and are provided intentional opportunities for leadership.

The school is currently working on several strategies to improve the overall student experience. The goal of these strategies is to provide students with best-in-class experiences in Academics, Spiritual Formation, Activities, and Health and Wellness. A key strategy is to bolster our student support. While we have ample opportunities for students to get assistance from teachers, there are some students that need additional support. Our Student Intervention Team meets weekly to identify struggling learners and develop interventions to support those students. The team then monitors progress and adjusts plans appropriately, such as referring for further evaluation or continued monitoring. Our Academic Support Program supports students with identified needs. A full description of the program is available at <https://drive.google.com/file/d/1zmep4B5m0t1THw4gDWpuvGIX4GINrrtz/view?usp=sharing>. Another key strategy is the development and implementation of our Fire Academy. Incoming ninth-grade students come to campus prior to the start of the school year. Sessions are initiated by school staff and activities are led by our student ambassadors culminating with a celebration on the last day. The goals of Fire Academy are to introduce students to one another, acclimate them to high school, and take care of administrative tasks such as technology training so students are academically, emotionally, and socially prepared for the first day of school.

In the 2020-2021 school year, Holy Family introduced May Term, an innovative program designed to provide unique and enriching learning experiences for Holy Family students. The program was developed by a faculty task force after it germinated as an idea revived during a faculty and staff workshop in the spring of 2019. May Term harnesses the potential of the final weeks of May by optimizing time and

increasing overall educational value. It promotes a school environment of excitement, engagement, and inquiry as students pursue studies in areas outside the scope of the current curriculum. Students take a series of elective courses designed to stretch their imaginations, offer exposure to new topics and ideas, and afford opportunities for diving deeper into subject areas. The program exposes students to a broad range of electives, provides beneficial adjustments to the annual school calendar, and is an attractive addition to competitive colleges and universities that are looking for students to distinguish themselves from others. Hear more on our Inside 8101 podcast at <https://www.podbean.com/ew/pb-g5vye-10425cb>.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The English department offers a variety of courses as listed in the course description book available at <http://hfchs.org/curriculum/>. The required curriculum addresses standards from the state of Minnesota and the ACT. Additionally, it uses CollegeBoard's standards for the Advanced Placement course.

The English Department promotes the daily and academic use of language arts skills in the lives of our students through student-centered learning environments. To achieve this goal, we instill critical thinking, sound research methods, ethical use of language arts, interdisciplinary study, and mastery of vocabulary in lessons in order to help students comprehend and synthesize complex texts. We provide courses designed to develop each student's reading skills, to encourage interest in the language arts as both a research and leisure activity, to introduce students to a variety of writing styles and authors, to hone students' listening skills, and to learn writing as a process geared to create written texts for a variety of purposes and audiences. We encourage well-organized speakers and writers who voice judgments clearly, confidently, and respectfully in an intellectual manner to support understanding.

English teachers use various teaching methods appropriate for each lesson. These methods include but are not limited to, direct instruction, group projects, discussions, research, presentations, and online tools such as Membean and NoRedInk.

A variety of methods are used for assessing learning. Rubrics are used to assess student writing, with expectations increasing as students develop skills. To tailor writing instruction to students' specific needs, essay writing is structured incrementally as a series of drafts before the finished product is submitted, allowing students to focus on specific writing standards, reflect upon their writing, and get feedback from peers and their teachers at various checkpoints in the drafting process. An online personalized, differentiated instructional tool, Membean, is used for vocabulary development. Membean tailors to each student and provides actionable data to monitor, support, and challenge students. The English department also uses NoRedInk, an online tool for writing and grammar skill development. Like Membean, NoRedInk is adaptive to individual students' levels and provides actionable data. NoRedInk and Membean are used for formative and summative assessments. Our coursework includes a multitude of formative assessments, in addition to the use of summative assessments such as exams, essays, and projects. Furthermore, the department has a data action plan based on its review of annual standardized test results. The current action plan focuses on close reading, annotations, author intent, and smaller aspects of writing that contribute to the whole.

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

The Mathematics department offers a variety of courses as listed in the course description book available at <http://hfchs.org/curriculum/>. The required curriculum addresses standards from the state of Minnesota, the National Council of Teachers of Mathematics, and the ACT. Additionally, it uses CollegeBoard's standards for the Advanced Placement courses and college expectations for other upper-level courses. Those sets of standards were chosen to prepare students for college-level mathematics courses.

The Mathematics Department is dedicated to supporting the Lasallian traditions of educational excellence in the pursuit of the spiritual, moral, and intellectual development of each student. Our courses are designed to inspire, encourage, and challenge students of different ability levels in their study of mathematics and their preparation for college and subsequently adult lives. Students are expected to use mathematics as a tool to learn reasoning and problem-solving skills in a supportive environment. Appropriate technology will be used to enhance learning, perform calculations, and model complex concepts and situations. Ultimately, our goal is to develop mathematically confident students.

Mathematics teachers use various teaching methods appropriate for each lesson. Most lessons begin with a review of the previous day's lesson, followed by a new lesson and guided practice. Additionally, mathematics teachers use discovery activities, group work, and online tools such as CollegeBoard, GeoGebra, Quizlet, Kahoot, and Desmos.

A variety of methods are used for assessing learning. Courses use a multitude of formative assessments, such as daily learning checks and independent practice. Additionally, each course uses summative assessments such as quizzes, exams, and projects. Furthermore, the department has a data action plan based on its review of annual standardized test results. The current action plan focuses on reinforcing skills and topics in every course, such as factoring, slope and writing linear functions, and solving equations with complex numbers to help students retain mathematical concepts needed to be successful in any math course. This is accomplished by regular review and assessment of those concepts.

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

The Science department offers a variety of courses as listed in the course description book available at <http://hfchs.org/curriculum/>. The required curriculum addresses standards from the National Science Teaching Association, the state of Minnesota, and the ACT. Additionally, it uses CollegeBoard's standards for the Advanced Placement courses and college expectations for other upper-level courses. Those sets of standards were chosen to prepare students for college-level science courses.

Science departments routinely struggle to maintain a balance between rigor and wonder. At Holy Family Catholic High School, these two ideals are not mutually exclusive; rigor and wonder are interdependent and complementary aspects of the science learning experience. Rigor is important because it ensures students will be successful in college-level academics. Wonder is important because it ensures students will be lifelong learners. The science department is resourceful in using a wide variety of pedagogical approaches to ensure students succeed in science. Through successful completion of our three-year science requirement, students will master a body of knowledge based on courses selected, develop the capacity to interpret scientific information to make informed decisions as a participating citizen, possess a suite of academic skills and habits which ensure college readiness, and develop the skills necessary to work effectively and solve problems alone, in pairs, and in groups.

In Science courses, students are expected to evaluate scientific claims and analyze current issues involving science or technology, create meaning from data sets and form data-based conclusions. Students will additionally define problems, develop questions, and design solutions using data, apply discipline-specific vocabulary, knowledge, principles, and theories to inform their understanding of the natural world, and apply principles gleaned from knowledge gained in science to make informed personal, political and civic decisions as they relate to and impact the natural environment and the anthroposphere. Finally, students will effectively prepare for high-stakes performance evaluations and apply relevant social and emotional skills effectively while pursuing the previous goals.

Science teachers use a variety of methods appropriate for each lesson. These methods include but are not limited to, direct instruction, experiments, activities, discussions, and research. A variety of methods are used for assessing learning. Courses use a multitude of formative assessments, such as notebook checks, daily learning checks, and independent practice. Additionally, each course uses summative assessments such as quizzes, tests, and labs. Furthermore, the department has a data action plan based on its review of annual standardized test results. The current focus is providing students with regular opportunities to practice the types of questions common to standardized tests by adding lab data questions to assessments in grades 9 - 11.

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

The Social Studies department offers a variety of courses as listed in the course description book available at <http://hfchs.org/curriculum/>. The required curriculum addresses standards from the state of Minnesota and the ACT. Additionally, it uses CollegeBoard's standards for the Advanced Placement courses and college expectations for other upper-level courses. Those sets of standards were chosen to prepare students for

college-level courses.

The Holy Family Catholic High School Social Studies Department prepares students to be participating citizens of society who are knowledgeable and thoughtful. Students will be able to analyze varied resources to understand multiple perspectives, effectively communicate and collaborate in diverse communities, and think critically in order to understand the past, engage in the present, and impact the future.

Across Social Studies courses, students will understand how history, politics, economics, and social systems can inform judgments about current events and other issues. They will analyze historical conflicts to gain an understanding of how others work and live in an interconnected world society, along with discerning the importance of geography and how it can inform responsible interactions with the environment and other people. Additionally, students will apply knowledge of historical, political, and social systems to participate actively as an informed citizen of a democracy. They will critically analyze historical, political, economic, and geographical claims by reading multiple sources to address a problem, form an opinion, or answer a question; finally students will write to inform others and explain historical, political, economic, and geographical topics or concepts using multiple sources.

Social studies teachers use various teaching methods including but not limited to simulations, activities, lectures, document analyses, group work, discussions, and presentations. They use various assessments to check for understanding. Some examples of formative assessments used are quizzes, short learning checks, and think-pair-share. Each course uses summative assessments such as exams, presentations, and projects. Students are frequently exposed to and assessed on document-based questions.

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

Holy Family Catholic High School is a college preparatory high school. All of our courses are taught with the intention of preparing students for higher education. We also recognize that each student is unique and scaffold lessons to meet the diverse needs of learners. The curriculum is both challenging and engaging for students of all backgrounds and abilities. Our Advanced Placement (AP) and Dual Credit course offerings are ever-expanding. We currently offer 16 AP and Dual Credit courses along with many honors courses. Next year, we are introducing one AP course, at least three Dual Credit courses, and four honors courses. Students explore colleges and careers through a comprehensive and multifaceted college and career program, including the addition of MAIA Learning as implemented by our school counselors. Our students are expected to be leaders and we facilitate their growth in the classroom, on the court, in the hallways, and more. Our Campus Ministry team plans, implements, and leads our daily all-school convocation, grade-level retreats, retreats for middle school students, and special events. Student ambassadors, who comprise nearly 50% of our upper-class students, lead tours for prospective students and parents, run FIRE Academy (a meaningful three-day experience to help incoming 9th-grade students feel comfortable with Holy Family academics, school involvement, campus navigation, and new classmates), lead orientation for transfer students, serve as peer mentors for 9th-grade students through regular meetings, and help with community events for younger children. Those are just two examples of our many groups engaged in leadership, community, and civic service. Additionally, we help facilitate connections with mentors, internships, and community service.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All grades participate in our Arts program. Students must take at least one class although many exceed that. The visual arts are integral to the intellectual, emotional, and physical growth of students. Visual art

provides an opportunity for students to be expressive in different media. Higher-order thinking skills are developed. At the same time, there is a need for people who are creative, good problem solvers, and independent workers. The visual arts help students develop these qualities.

Music is an art form that speaks to the intellect, the emotions, and the spirit. The satisfactory composition and performance of music, based upon the knowledge gained through careful preparation, is among the most rewarding of human experiences and Holy Family takes pride in providing this opportunity to students. Great scholars and great thinkers have always considered music to be an essential element in the development of a complete individual. Music leads to a complete education. It contributes to students' physical, intellectual, emotional, and spiritual growth, opens the mind to new perspectives of the world around us, enhances skills, and enriches the knowledge gained in other disciplines.

2b. Physical education/health/nutrition

Students in all grades take PE and health courses. To meet the graduation requirement, students must take health and at least one physical education class. A quality physical education and wellness program supports the physical, intellectual, and social-emotional development of students. When students maintain adequate levels of physical fitness and make healthy choices, the conditions and opportunities for learning also increase. To facilitate optimal levels of wellness, instructors are committed to delivering a comprehensive curriculum that inspires students to pursue lives of fitness-related activities and healthy decisions. The objective of the Personal Wellness program is to provide students with the knowledge and skills to value and apply physical activity and its benefits for a lifetime. Through active participation in movement and sport, students will foster an appreciation for personal fitness and social skills vital to becoming healthy, productive members of the community. The emphasis on lifetime activities and the application of health information to authentic situations will support the role of individual responsibility in maintaining wellness.

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

Although we do not have a world language requirement, most students take at least two years of the same language. Many students take one all four years. Learning a world language contributes to a student's development in many ways. It can broaden a student's view of the world, expand knowledge, and offer unlimited opportunities for comparison and intellectual growth. Studying a world language also helps the student gain an appreciation and respect for other cultures, their histories, and ethnic makeup. This knowledge can be an advantage not only personally, but also professionally. There are currently four languages offered at Holy Family Catholic High School: Ancient Greek, Italian, Latin, and Spanish. World language study is highly recommended for its linguistic, cultural, and practical benefits; however, learning a language can be challenging. It involves a variety of skills and a great deal of memorization. Goals of the World Language Department include deepening the student's knowledge and appreciation of a target language and culture, increasing the student's ability to speak and understand the language, and bolstering the student's confidence in interacting with native speakers.

2d. Technology/library/media

Prior to graduation, students must take at least one technology course. Students have the opportunity to take a deep dive into engineering, robotics, programming and more by taking courses all four years. The philosophy of the Technology Education Department is to prepare students to function capably and ethically in a highly technological and, therefore, ever-changing society. Emphasis is on fundamental principles and applications. A wide variety of software programs are utilized, affording students the skills they require to address their needs successfully today and in the future. Courses are designed to serve students with differing abilities, interests, and goals.

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

The Business Department offers students in all grades the opportunity to explore the various branches of business, including accounting, finance, marketing, entrepreneurship, and more. Instructors provide courses with an academic focus on building student knowledge and skills with an engaged and hands-on learning

process. Teachers bring real-world experience to the classroom, serving as a foundation for business courses. Students develop the skills needed for post-secondary education and in the business world. Through the courses offered in the business program, students will benefit from case studies, solving real-world business problems, and a dynamic delivery of practical business skills, core functions, knowledge, and strategies.

May Term is an innovative program designed to provide unique and enriching learning experiences for Holy Family students. May Term promotes a school environment of excitement, engagement, and inquiry as students pursue studies in areas outside the scope of the current curriculum. Following the completion of second-semester final exams, students in grades 9-11 enroll in a series of elective courses designed to stretch their imaginations, offer exposure to new topics and ideas, and afford opportunities for diving deeper into subject areas. Course offerings are designed by Holy Family faculty, both independently and collaboratively, and target students' interests.

3. Academic Supports

3a. Students performing below grade level:

Holy Family has many supports available for students. Course materials are differentiated for ability and interest. We offer courses targeted to those students to help with skill development, such as Academic Skills and a Chemistry course which is taught with a different method and slower pace. For the 2023-2024 school year, we are introducing new math courses which address learning gaps as a result of the Covid-19 pandemic. While remedial content will be covered, curriculum standards will be met and students will meet our graduation requirement minimum of Algebra 2. Teachers use our Beyond The Classroom (BTC) time, a 22 minute block every day, to work with students to develop skills and knowledge to fill gaps in learning and bring students to grade level. Although the subgroup is too small for statistical analysis, when we look at gains by individual students on standardized tests it is apparent that these interventions have been successful. Additionally, department goals include specific interventions targeted toward students who have tested below grade level on standardized tests. For example, in math class, teachers continually revisit concepts which students have not mastered throughout the school year. This is embedded into the class, and not as additional work for students.

Using Response To Intervention (RTI), the Student Intervention Team (SIT) meets each week to review school grade and attendance data. Standardized test results are included at appropriate times throughout the year. Intervention plans are created for students who are not being successful with tier 1 interventions. Data is used to track success of tier 2 intervention plans, and most students begin to experience success. However, we move onto tier 3 which may include additional testing or referrals when tier 2 is unsuccessful.

3b. Students performing above grade level:

In addition to differentiation, we offer several levels of courses to meet the students' various levels of academic success and drive. We offer many honors courses, including three new honors courses for ninth-grade students for the 2023-2024 school year. Additionally, we have Advanced Placement and Dual Credit courses in all core areas. Furthermore, we develop courses when we see the needs arise. For example, we have continually expanded our Spanish course offerings to meet our ever-growing population of students coming from Spanish immersion programs and native speakers. Next year, we are introducing AP Spanish literature. Furthermore, we design programs and experiences for students on an individual basis. For example, we have some students take independent courses designed and monitored by our teachers. And, we use our partners when we are unable to provide a learning experience in-house. Standardized testing results reveal that high-achieving students continue to make gains throughout their time at Holy Family. Class evaluations tell us that students feel challenged and supported.

3c. Students with disabilities:

Holy Family offers several types of support available for students with disabilities. Students may use one or more of the following supports based on individual needs.

Holy Family offers accommodation plans for students who qualify with specific diagnoses and demonstrated needs. The purpose of an accommodation plan is to ensure the needs of students with disabilities are met as adequately as the needs of non-disabled students. Plans are based on individual needs with input from the student's team, consisting of the student, parents, learning specialist, and at least one teacher, during an accommodation plan meeting. Plans are updated regularly. Students are responsible for knowing and understanding their accommodations.

In our Academic Skills course, 9th and 10th-grade students work within a structured study hall environment with activities and skills taught and demonstrated throughout the course. Students are provided with weekly direct instruction and engage in a variety of activities designed to improve executive functioning skills. These skills include: time management, organization, task initiation and completion. Students have time to practice these skills and complete assignments for other classes throughout the week.

Many students with identified needs work with our learning specialists in structured study halls. Specialists assist students with organization and prioritization while providing an environment that supports work completion. The amount and type of interaction vary by student need. Some students only need a distraction-free place to work while others require targeted assistance.

Eastern Carver County Schools provides services for Holy Family students with an Independent Educational Plan. Specific courses and services provided depend on the student's IEP. When significant needs are present, HFCHS works with parents to create a plan that meets the student's current educational needs as well as the long-term life goals.

3d. English Language Learners:

We partner with our local school district to provide services for English Language Learners who qualify. Although we do not currently have any students who qualify, we continue to partner with the local school district and other organizations to provide support and professional learning. We provide in-house professional development for all teachers on strategies that are beneficial for ELL students. Especially at the high school level, English Language Learners can become invisible. They have developed many skills and are fluent speakers. Part of the Student Intervention Team process is to consider whether an ELL assessment, such as WIDA, should be recommended. However, that does not mean that they are still not challenged. For that reason, teachers are expected to implement these best practices in their classes, regardless of makeup. Furthermore, many of the strategies designed for ELL students are beneficial to all students.

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

While we have had students from other countries at our school in the past, in 2021 we launched our new International Students program. Unlike some other programs, our international students fully participate in our classes for an entire academic school year. They receive credit for the classes that their home schools accept for credits toward their graduation requirements. Our international student coordinator supports the students with their social, emotional, and academic needs while they are in the United States. Additionally, he provides professional development (PD) at the start of the school year to address the unique needs of international students. Furthermore, the coordinator works with teachers throughout the year to provide additional PD and support as indicated by regular conversations with the students, their parents, their host parents, and teachers. The international students share their cultures with the student body throughout the school year during our daily all-school assembly called convocation. They add to the vibrancy of our community. The international students learn about American culture through first-hand experience which leads to developing many skills, such as cultural competency.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Holy Family believes in providing a positive school culture by engaging students. Faculty and students collaborated on writing belief statements about our school which are posted in classrooms. These are: “At Holy Family, we share in each other’s excitement; support each other; care about each individual; believe everyone is unique; respect each other’s thoughts and ideas; take pride in our core values; and strive to make our community better every day!”

We meet as a school daily to gather for prayer, for announcements, to celebrate, and to mourn together. Our daily convocation is 100% student-run. Students choose the daily focus of convocation which varies from entertaining to more serious teen-related issues. They are in charge of the announcements, as well. Students typically do not misbehave during convocation because of the behavior modeled by their peers. Convocation is one example of how students are actively engaged in the culture and climate of the school. Additionally, we currently have 150 students involved in our ambassador program. Holy Family ambassadors are in charge of tours for prospective families, hosting 8th-grade shadow students, giving presentations on behalf of the school, and providing a mentor program to our new students. In both of these examples, we have older students mentoring younger students. This helps create a positive school climate.

Our students are not afraid to challenge themselves academically. We have a culture that believes that success in the classroom is the most important endeavor. Our students speak positively about classes (and faculty members) that challenge them, help them grow, and require effort to succeed. It is not a place where the average student takes the easy route.

Finally, our students utilize the MAIA Learning tool for college and career readiness. They begin to build their profile as 9th graders meeting with their counselors to help them through the process. They continue to build that profile for 4 years to help them not only choose a college that is right for them, but to begin to realize their career aspirations and goals. Finally, to help students discover their passions and direction, we have instituted a program called May Term. During the final few weeks of school students are allowed to choose a number of elective classes where they can find their passion.

2. Engaging Families and Community:

As a school, we believe that our students will be successful when we partner with parents to provide positive experiences. Part of that success lies in the process in which we solicit feedback and ways in which we engage our parents in meaningful conversation. Holy Family has employed an outside organization to provide consistent feedback throughout the year. A small set of parents receive an invitation to complete the survey each week. By the end of the year, each parent receives the survey four times. With each survey, parents give feedback and provide a net promoter score. Additionally, several recurring questions are asked every time a survey is sent and many questions are updated to include relevant aspects of the school year, such as transitioning to a new course schedule and updated routines in September. Parents are also asked two open-ended questions to support their answers. We receive normed scores from other Christian Schools in the United States to help us gauge how we are doing in comparison to similar schools. We send activity-specific surveys after each season. That feedback is used to improve our activities programs. In addition to feedback, our parents are encouraged to be active members of two main parent groups: Booster Club and Parent Organization. Our Booster Club is focused on involvement with our activities. The goal of the Booster Club is to enhance the student experience in activities. That includes monetarily supporting program wish lists, like full-length mirrors for the Dance Team. The second way parents can be involved is through the Parent Organization; their goal is to support students, staff, and other parents. The organization coordinates a speaker series focused on helping educate parents on current topics, such as resilience, adolescent mental health, and social media. This group also organizes student-centric support activities like providing snacks and encouragement during Finals Week. Holy Family actively works within the community. We partner with our local shelter, providing meals to families every Friday. Groups of Holy Family students make breakfast at another shelter on non-school days. Chorale, a performance music group,

is asked to perform at the community celebration Light Up Victoria each year. Our Campus Ministry hosts seasonal celebrations for local elementary school children. Campus Ministry and Honor Society students work with Toys for Tots and other organizations to provide items to families in need. These are just a few examples of the many ways we are involved in our local community.

3. Creating Professional Culture:

Faculty are valuable members of our community. We elicit input from teachers on many topics and they play a variety of roles in the decision-making process. Each year, staff are asked to join one committee which explores changes and improvements. Since these are timely topics, the committees change from year to year. For example, the Supervision and Evaluation committee explored different models and programs which led to the development of our current Supervision and Evaluation Program focused on continuous improvement and included peer observations. Another example is the committee that designed our May Term. Currently, we have committees exploring the daily schedule, student policies, and technology integration, just to name a few. Similarly, teachers have autonomy in their classrooms as demonstrated by the teacher-developed curriculum. The curriculum needs to meet standards, but teachers decide the methods of instruction and assessment. Our Professional Development (PD) program approach mirrors our approach with students. We have a late start every Wednesday to build time into the school day for PD, department meetings, committee meetings, and student help. This time complements the time available to teachers throughout the year. Additionally, when concerns arise indicating a need for additional support, teachers receive targeted professional development and mentors.

We recognize that staff members are at different places in their educational journey and, as such, have different needs. After completing a self-assessment, teachers create professional goals. The PD team reviews the goals and identifies overlapping areas. Sessions are created to target those areas. Teachers choose from several sessions that are offered during embedded PD time throughout the school year. Whole group sessions cover topics required for relicensure and ones to meet our school-wide goals and initiatives such as social-emotional learning and belonging. Moreover, teachers are encouraged to participate in PD opportunities off-site. We have an extensive budget for PD not covered by Title funding. The PD team regularly sends opportunities to teachers, as we understand that the demands of being a teacher do not leave a lot of time for searching for opportunities on their own. Furthermore, the staff is encouraged and rewarded for extending their education through our tuition reimbursement program.

4. School Leadership:

In 2020, school leadership went through a reorganization for the first time since the school opened. The Principal retired, the Assistant Principal accepted the Principal position, and two other school leaders changed roles. We developed two new roles: Assistant Principal for Academics and Assistant Principal for Student Life. The three new leaders embraced a shared leadership model where our faculty had an active role in the decision-making process of the school.

The new leadership team led the school through the Covid-19 pandemic. The 2020 graduation ceremony encapsulated the new leadership's approach with the motto, "If we can, we will." The team came up with many different ideas, with the goal of having the graduates in one place to celebrate their day. In the end, an outdoor, live-streamed ceremony was held in which families parked their cars six feet apart around the track. Graduates walked across one of two mobile stages to receive their diplomas. Leadership took a similar approach to the 2020-2021 school year. The priority was in-person learning, but leadership would only do this with student safety as the defining factor. In the end, Holy Family invested in staffing, technology, and supplies to have in-person education throughout the school year.

The leadership team forms committees to evaluate programs, daily schedules, and policies and procedures to help students achieve at the highest level. For instance, the scheduling committee recently examined the daily schedule, involved stakeholders, and examined other possible schedules to determine if the current schedule was best suited for our faculty and our students.

The Principal and the AP for Academics work closely with department chairs to ensure that they have a

written curriculum, that it meets or exceeds state guidelines, and that faculty members have the necessary resources for academic success. The AP for Academics works closely with teacher leaders to support professional development tied to our Supervision and Evaluation program focused on continuous improvement. The traditional role of AP is discipline; however, leadership changed this role to represent what they are trying to accomplish. In striving for a positive student experience and culture, the AP for Student Life focuses on achieving desired behavior rather than giving negative consequences. The title changes represent the unique goals that the community strives to achieve with leadership.

Holy Family has a Principal/President model. The President gives the added direction the leadership team needs to support faculty and staff, at the same time providing financial stability which is so important in a private, Catholic School.

5. Culturally Responsive Teaching and Learning:

Holy Family Catholic High School is built on relationships, which means we value each member of our “family.” As stated earlier, we recognize that our students are unique human beings and we build programs to meet students where they are at. We have two committees dedicated to ensuring equity, cultural awareness, and respect in our classrooms and the school. With input from our stakeholders and following recommendations from those committees, we develop and implement professional development sessions around equity, inclusion, and cultural awareness. Our belief statements listed under the Engaging Students section outline our expectations for our community. The statements guide how we interact with one another. They provide the basis for conversations with students when their decisions fall short of expectations. In recognition that culture is ever-evolving, we are revisiting these statements this school year to ensure they fully represent our values.

To provide access to non-English speaking families, we have Spanish-speaking interpreters and a digital tool to assist with other languages. When making decisions, we consider the diverse needs and backgrounds of our community members. In the classroom, diverse voices are encouraged and respected. Our teachers developed guidelines for civil discourse to promote mutual understanding and respectful exchange of ideas. We honor diverse cultures with presentations, special lunch menus, and events. These are often led by people who identify with those cultures, sharing stories and bringing the experiences to life. Those experiences and lessons are extended into the classrooms. For example, during Native American Heritage Month, we heard from an indigenous man who shared his life story including that of his parents’ experiences at mission schools and living on the reservation. He explained the importance of star quilts. A display of star quilts, posters about prominent and influential indigenous peoples, and facts were in a common area throughout the month. That is just one example among many. We share these stories at our daily convocation which provides the opportunity to learn, grow, appreciate, and understand each other. We also utilize this time to share with our students cultures they are not necessarily familiar with. This daily exchange is a perfect backdrop for school-wide culturally responsive teaching and learning.

PART VI - STRATEGY FOR EXCELLENCE

As established in previous sections, HFCHS is built on relationships. It is through those relationships and human connections that our students grow and thrive. We have a robust and rigorous academic program recognizing that each student enters our building with different needs. As our previous principal always said, “We meet them where they are at, but love them too much to leave them there.”

All members of our community play a role in helping our students realize their academic and spiritual potential. Our students, faculty, and staff live our belief statements. These are: “At Holy Family, we share in each other’s excitement, support each other, care about each individual, believe everyone is unique, respect each other’s thoughts and ideas, take pride in our core values, and strive to make our community better every day!” We hold each other, students and adults alike, accountable to those statements.

Relationships begin before students start their first day of school. Future students are welcomed into the Fire Family through events led by our student ambassadors. In August, all incoming ninth-grade students are brought on campus for FIRE Academy. During that time, they are placed into small groups of students from different middle schools. Those groups meet throughout the school year with their student ambassadors to provide mutual support and strengthen relationships.

At Holy Family, students are known and loved. Faculty and staff strive to know the names of all students. In the classroom, teachers build time to learn about each student as an individual. Adults attend events and demonstrate an authentic interest in the students’ lives. Our small class sizes facilitate the formation of relationships between students and teachers as well as among students. Additionally, the feeling of “family” extends to the adults within the building. They genuinely care about one another and enjoy spending time with each other.

Strong relationships give students and adults the safety needed to take risks and encouragement to strive for personal excellence. Students take ownership of their learning within the culture of care. Mistakes are accepted as part of the journey of growth. The curriculum encourages students to find their passions, explore their talents, and grow in appreciation for the world’s diversity. We help students develop their talents to lead, to serve God, one another, and the larger community, bringing the love and connection they experienced within our walls to the world.

Relationships are at the heart of our Fire Family. It is our culture that makes us a successful school.

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? \$20050
(School budget divided by enrollment)
4. What is the average financial aid per student? \$7275
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 20%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 40%

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 (2021-2022)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)