



ST. FRANCIS Episcopal School

UPPER SCHOOL

YOUR JOURNEY AWAITS

**CHALLENGE
WHAT'S
POSSIBLE.**



Are you ready to engage fully in every aspect of school life? Have you found your passion and are looking to join a school open to nurturing your pursuit of it? Are you searching for professional faculty committed to helping you explore the many paths to your future?

In becoming a founding member of the Upper School at St. Francis, you have an opportunity like no one else your age. You will embark on a journey to shape this high school's culture and community by starting organizations, traditions, and activities specifically tailored to your interests, talents, and desires. Your voice is central to the development and advancement of our school. And while you lead our culture forward, we will be leading you to excellence—in every facet of your life.

Exploring opportunities. Conquering challenges.
Expanding horizons. Together, we will *challenge what's possible* and build the foundation for the rest of your life.

DESIGN TEAM

Aligning best practices and protocols from universities and independent schools across the nation, this team defines the curriculum and culture of the St. Francis Upper School.



Stephen M. Lovejoy, MEd
Head of School

Since joining St. Francis in 2011, Steve Lovejoy has played an integral role in school leadership—formerly serving as both head of Middle School and assistant head of school. In addition to his master's degree in education, he completed the prestigious National Association of Independent Schools' Fellowship for Aspiring School Heads before assuming his current role. Prior to joining St. Francis, this energetic administrator served in various leadership positions at Holy Trinity Episcopal School, Episcopal High School, St. John's School, Grace School, and Northfield Mount Hermon School.



Cara Henderson, EdD
Head of Upper School

Cara Henderson's 25 years in teaching and educational leadership span work with elementary through undergraduate students in both public and private institutions. Most recently, she stayed busy as interim dean of students, director of student life, director of special programs, and world languages chair—as well as Spanish teacher—at the Emery/Weiner School. She holds a master's degree in education from Stanford University and a doctorate in educational leadership from the University of Pennsylvania.





Justin Doran, MFA

Fine Arts Chair

This professional actor and educator has spent 20 years upstaging the competition. Director of recent award-winning musicals at The Kinkaid School, he has also served on the faculties of Episcopal High, Rice University, and the University of St. Thomas. He earned a master of fine arts from UCLA, received his bachelor's degree in theatre from Southern Methodist University, and studied theatre at the University of Kent in England. He continues to perfect his craft within local theatre companies.



T. Riley, MA

Director of Athletics and Wellness

T. Riley is our Wolf pack's director of athletics and wellness. Mr. Riley earned a master's degree in education from the University of Houston and has spent the last 12 years at St. John's School in roles including assistant athletic director, head baseball coach, and PE teacher. He previously served as assistant athletics director of facilities and operations at the University of Houston.



Angela Flowers, MA

Head of Curriculum and Instruction

Angela Flowers brings nearly 20 years of teaching and education administration experience to St. Francis. She earned a master's degree in private school leadership from Columbia University and a dual bachelor's degree in English and theatre arts from Mount Holyoke College. Before joining St. Francis, Ms. Flowers served at nearby St. John's for 13 years as an Upper School English teacher, department chair, admissions committee member, and ninth-grade transition committee lead. While there, she was named Elkins Family Chair in English and language arts.



Steven Scales, MEd

Interim Head of Admissions/Director of College Counseling

A relatable advisor set to serve as a guiding light into higher education for our Upper School students, Steven Scales holds a master's degree in education from Harvard University along with an undergraduate mass communication degree from Louisiana State University. He has filled college counseling roles at Episcopal High School, Parish Episcopal School in Dallas, and Worcester Academy in Massachusetts.



John Madden, MEd

Science and Engineering Chair

Lauded as a mentor to students and faculty alike, John Madden's 30 years in science academia run the spectrum from roles at prestigious Ashley Hall and The Lawrenceville School to science education within the engineering school at the University of Arizona. He holds a master's degree in education from the University of Arizona and a bachelor's degree in geosciences from the University of Missouri. Mr. Madden received the 2005 Presidential Award for Excellence in Mathematics and Science Teaching from President George W. Bush.



Shai Zacaraev, MEd, MA

Technology Chair

It's clear that Shai Zacaraev's passion for technology is matched only by his ability to make it accessible to students and faculty alike. Dedicated to preparing independent schools for life in the 21st century, he holds a master's in education from the Teachers College at Columbia University and both master's and bachelor's degrees in computer and information science from City University of New York in Brooklyn. Mr. Zacaraev was most recently on the faculty of The Packer Collegiate Institute in New York.



Cara Matzen, MEd

Mathematics Chair

Cara Matzen holds a master's degree in education from Harvard University along with a bachelor's degree in mathematics from Williams College. She adds her warmth and enthusiasm to the classroom after spending 13 years as a math and statistics teacher, as well as college counselor and swim coach, at Episcopal High School, St. John's School, and the Pacific Ridge School in California.

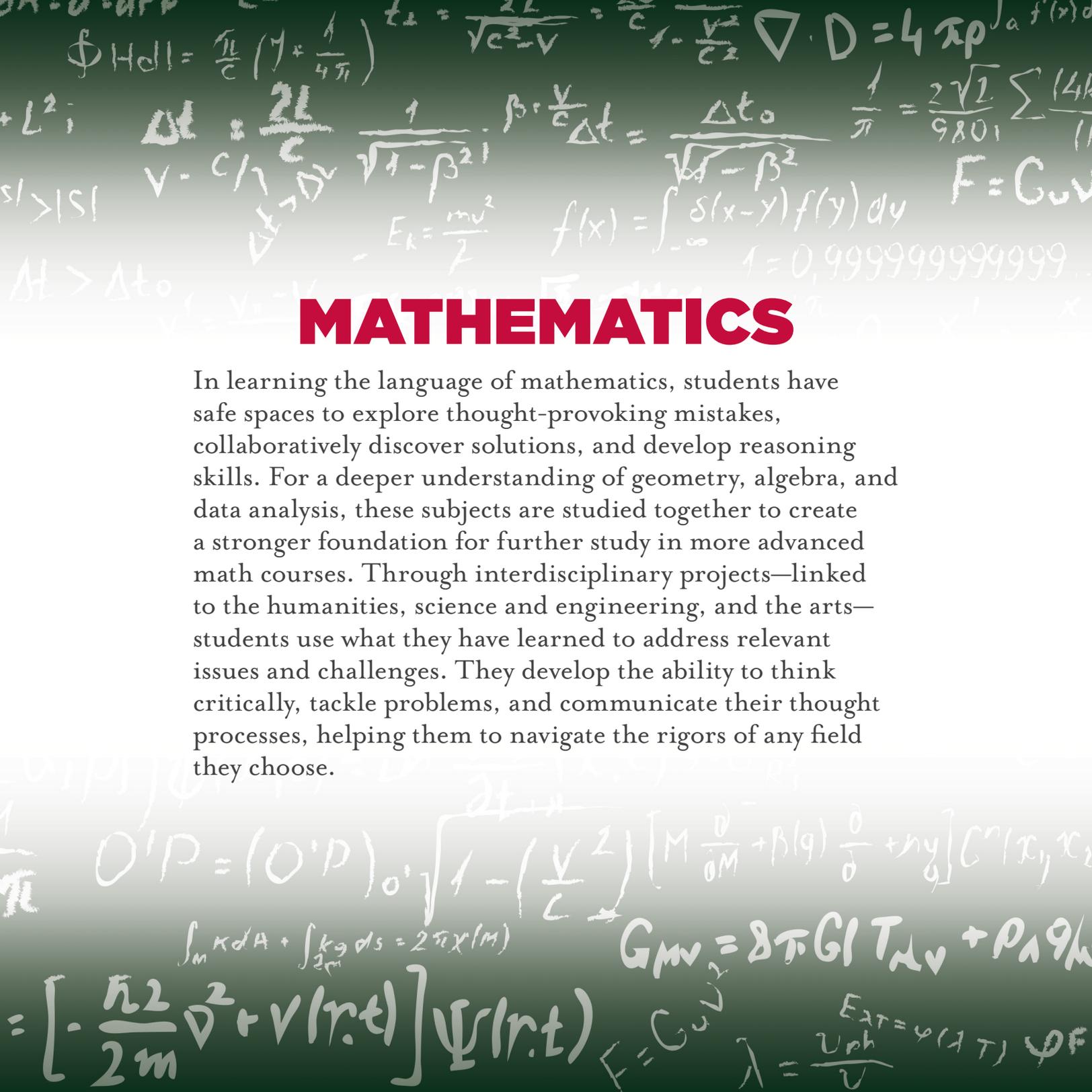




HUMANITIES

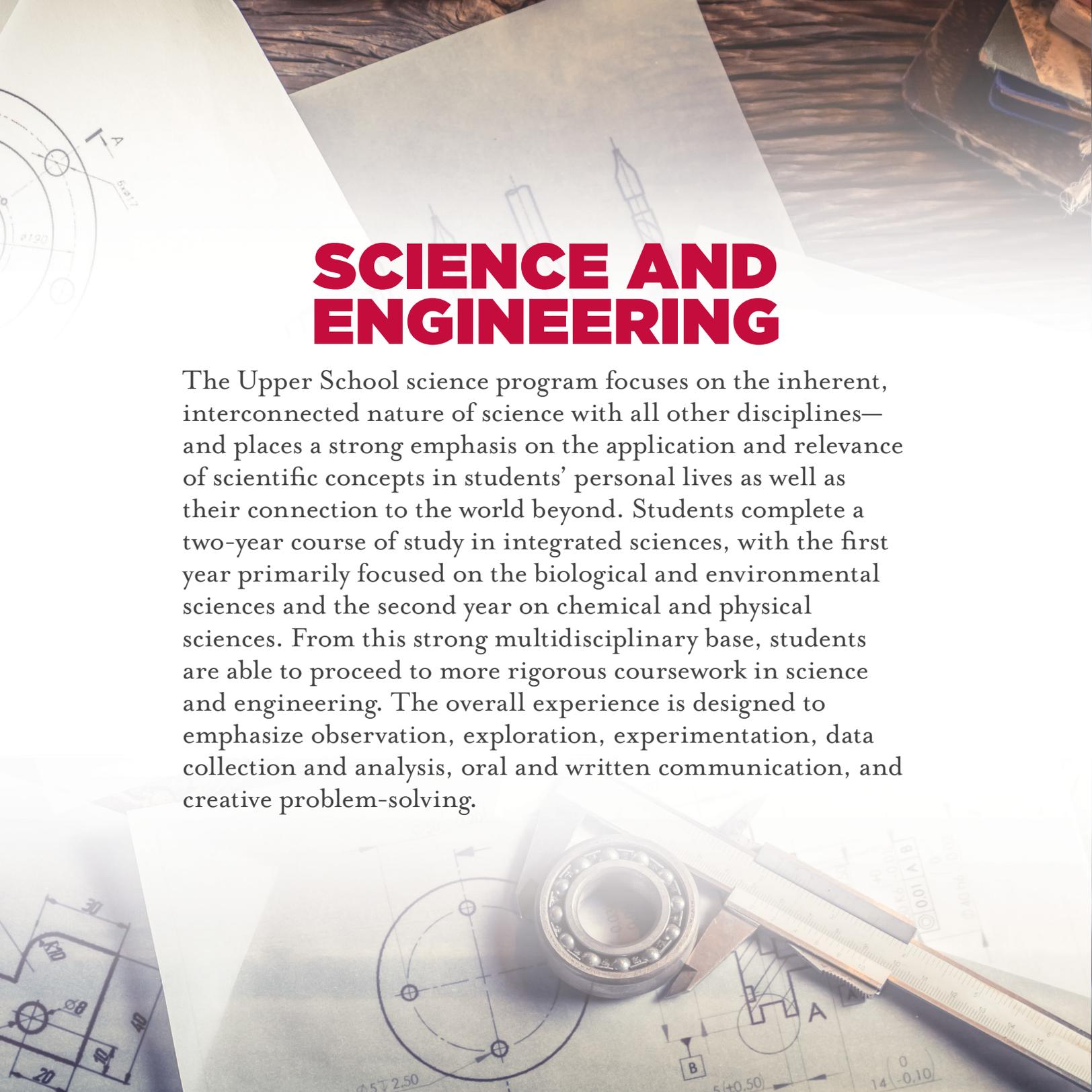
Humanities at St. Francis adopts a classical approach and studies the significance of cultural expression in the areas of English, history, rhetoric, drama, music, film, and cultural studies. Breaking with conventional practice, study begins at the local level, using city centers as laboratories. Students dive deep into the richness and range of urban lives and families, identify key conflicts, propose and problem solve, and explore the full range of urban occupations and creative endeavors. They develop skills in creative and argumentative writing, dynamic group presentation, experiential learning, and interdisciplinary project work.





MATHEMATICS

In learning the language of mathematics, students have safe spaces to explore thought-provoking mistakes, collaboratively discover solutions, and develop reasoning skills. For a deeper understanding of geometry, algebra, and data analysis, these subjects are studied together to create a stronger foundation for further study in more advanced math courses. Through interdisciplinary projects—linked to the humanities, science and engineering, and the arts—students use what they have learned to address relevant issues and challenges. They develop the ability to think critically, tackle problems, and communicate their thought processes, helping them to navigate the rigors of any field they choose.

The background features a collage of technical and scientific imagery. In the top left, there is a circular technical drawing with a section line labeled 'A' and a dimension of 'Ø120'. In the bottom left, a rectangular technical drawing shows dimensions of 30, 20, and 40, along with a circular feature of 'Ø8'. The bottom center shows a ball bearing with '6008' inscribed on it, resting on a circular technical drawing with a dimension of 'Ø57 2.50'. To the right of the bearing is a set of calipers and a ruler. In the bottom right, another technical drawing shows a dimension of '5 (+0.50)' and a tolerance of '14 (0 / -0.10)'. The overall theme is precision, engineering, and scientific inquiry.

SCIENCE AND ENGINEERING

The Upper School science program focuses on the inherent, interconnected nature of science with all other disciplines—and places a strong emphasis on the application and relevance of scientific concepts in students’ personal lives as well as their connection to the world beyond. Students complete a two-year course of study in integrated sciences, with the first year primarily focused on the biological and environmental sciences and the second year on chemical and physical sciences. From this strong multidisciplinary base, students are able to proceed to more rigorous coursework in science and engineering. The overall experience is designed to emphasize observation, exploration, experimentation, data collection and analysis, oral and written communication, and creative problem-solving.

COMPUTER SCIENCE

Computer science is a core subject that every student needs to thrive in our ever-advancing technological society. By separating computer science from engineering and then weaving concepts from each into interdisciplinary work, we provide our students with a clear picture of how current technology influences our daily lives. This gives them the tools they need to envision what the future will look like—think 3-D printed cities, creating your own virtual-reality games, and building apps.

The background of the page is an abstract, colorful painting. It features broad, sweeping brushstrokes in various colors including red, yellow, green, blue, and white. The overall effect is vibrant and artistic, with a sense of movement and texture. The colors are layered and blended, creating a rich, multi-toned palette.

FINE ARTS

The arts program at St. Francis meets the needs of both the dedicated artist and the newcomer by exploring possibilities, collaboration, and connectivity between the arts. By starting with foundational training in theatre, dance, music, and visual art in the first year, our interdisciplinary and collaborative approach explores varied modes of expression to create articulate, imaginative, and informed storytellers. Students are encouraged to make bold, creative choices for themselves within an appropriately competitive—but inclusive—environment that encourages all students to embrace their imaginative gifts and creative spirit.

SPIRITUAL LIFE

St. Francis Upper School students continue to grow as *people for others* through real-world service opportunities, regular chapel attendance, and ongoing religious education throughout their high school career. While St. Francis incorporates religious and spiritual formation into daily life, we invite students of all faiths and beliefs to attend. We model and encourage respect for all people and embrace every member of our community as family.



IMMERSIONS AND EXPLORATIONS

In between the first and second trimester, students participate in these three-week intensives, which are designed to support authentic learning opportunities that extend beyond the confines of the classroom and into the Houston community. These specially designed classes are required, and all students rotate through distinct interdisciplinary courses. As students progress through the Upper School, they will have opportunities to focus their attention toward areas of interest including academic study, health and wellness, and service learning.

ENTREPRENEURSHIP AND INTERNSHIPS

Entrepreneurial studies represent our commitment to real-world learning. The very skills necessary to launch a startup company—collaboration, ingenuity, communication, problem-solving, creativity, and grit—are all important, foundational skills every young person needs to excel in the evolving 21st century economy. In addition to in-class opportunities, all students will experience Career Day, Career Shadow Days, and professional internships. Upper School students will graduate from our community more than prepared to meet the challenges of life beyond the walls of a classroom.

THE ST. FRANCIS STUDENT



Person for Others

Aware of the world beyond my walls, I use my time and talent to carefully plan, purposefully lead, and joyfully engage in service to others.



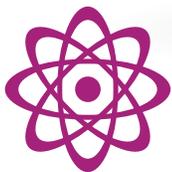
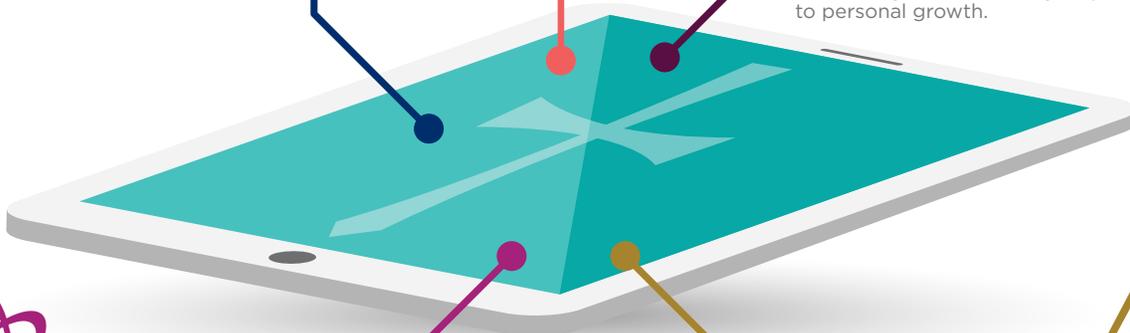
Collaborator

I seek to collaborate across disciplines and communicate effectively with both peers and educators, always practicing empathy, respect, and fair-mindedness.



Resilient Learner

A lifelong student, I embrace intellectual challenge and orient toward goals—realizing failure may be a necessary step along the path to personal growth.



Innovator

I meet adversity with relentless effort to be a positive, constructive thinker who works creatively and confidently to better the world around me.

Critical Thinker

I make decisions inquisitively, imaginatively, and with discernment toward a global focus, seeking meaningful solutions rather than the status quo.



ATHLETICS & PHYSICAL EDUCATION

The Upper School offers a competitive athletics program along with a dynamic physical education curriculum designed to meet the needs and interests of the student body. In the early years, a mixture of competitive team and individual sports will be offered along with a fusion of fitness-based classes. Collectively, these programs will enhance students' overall fitness and help them achieve their full potential.

How is the Upper School athletics program structured?

First year (2018–19):

Fall season

Cross-Country (boys, girls) and Volleyball (girls)

Winter season

Basketball (boys, girls) and Swimming (boys, girls)

Spring season

Track & Field (boys, girls)

As the Upper School student body grows, we plan to offer the following sports when interest allows: Football (boys), Field Hockey (girls), Basketball (boys, girls), Soccer (boys, girls), Baseball (boys), Golf (boys, girls), Lacrosse (boys, girls), Softball (girls), and Tennis (boys, girls).

How are students expected to balance academics and athletics?

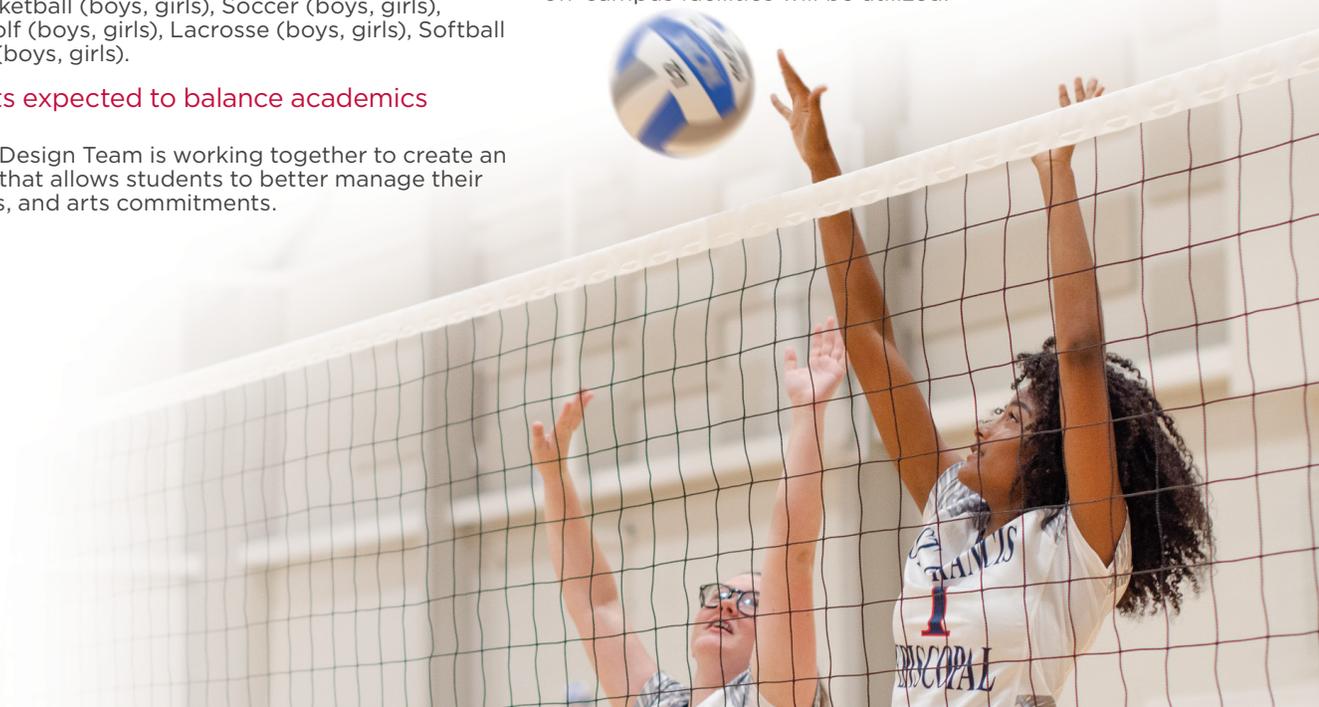
The Upper School Design Team is working together to create an integrated system that allows students to better manage their academic, athletics, and arts commitments.

How many sports can a student-athlete play?

Student-athletes may participate in up to three sports per year in the fall, winter, and spring seasons while being mindful of other major time commitments and interests.

What facilities are used for Upper School athletics?

The students use the gymnasium in the Crum Athletics Center and athletics fields at the South Campus. Eventually, the Upper School campus will grow to include the following additions: a football stadium; track; baseball field; tennis courts; and upgraded facilities for field hockey, soccer, and lacrosse. Until the South Campus facilities are complete, off-campus facilities will be utilized.



PARENTAL INVOLVEMENT

Parental involvement is an integral part of life at St. Francis, and our founding Upper School families are invited into partnership with our community. In addition to all-school Parents Association volunteer opportunities, we hope that parents will assist us in the development of two important Upper School programs: Entrepreneurial Studies and Internships. Parents interested in partnering with the school to volunteer as guest speakers in their related fields, as presenters during Career Day, as Shadow Day host businesses, and ultimately as partnering businesses with our internship program are greatly appreciated. We welcome support of these programs through logistical means, networking contacts, and student supervision. Additionally, in years three and four, we will be looking for community partners to mentor students through entrepreneurial projects and business development.

Beyond these innovative startup programs, parents are welcomed into the Upper School division for grade-level parent meetings, parent education workshops, volunteer opportunities, and other activities.



STUDENT LIFE

LEADERSHIP: Every founding student has opportunities to lead in various ways. While leadership comes in many forms and styles, the following essential skills necessary to become a strong leader and positive team player are taught and supported by faculty: active listening, clear communication, problem-solving, initiative, empathy—and knowing when to lead and when to follow. We will not simply develop leaders; we will produce game changers with a demonstrated ability to create a vision and foster it to fruition.

SERVICE LEARNING: Within the Upper School, compassion and self-awareness continue to be paramount traits of the St. Francis student. In order to provide deeper understanding of issues faced in the surrounding community, students participate in service work made more meaningful by combining a longer-term, collaborative partnership between instruction, research, reflection, and community organizations. Students will not only identify critical needs but also gain knowledge and skills that actively address them.

CLUBS AND ACTIVITIES: Our Upper School activities are student conceived and driven. Some examples include the following: Student Council, Chapel Council, Athletics Council, Homecoming, Honors Council, Spirit Club, and Fine Arts Council.



FAQS

Is St. Francis's Upper School program accredited?

Yes. St. Francis is accredited by the Independent Schools Association of the Southwest (ISAS) and the Southwestern Association of Episcopal Schools (SAES) and is a member of the National Association of Independent Schools (NAIS) and the National Association of Episcopal Schools (NAES).

How will grade levels be added to the Upper School?

Doors to our first ninth-grade class opened in fall 2018. We will add an additional grade level each subsequent school year—tenth grade in fall 2019 and so forth.

How will my child gain an advantage in the college admissions process since the Upper School is new?

St. Francis is a member of the Texas and National Associations for College Admission Counseling—the premier college counseling associations for independent schools in the United States. Interim Head of Admissions and Director of College Counseling Steven Scales has acquired the necessary connections with universities and knowledge to assist our Upper School students with admittance to institutions around the world. He will not only work with our students over the course of their high school careers, but also educate colleges and universities about the distinctiveness of the St. Francis experience.

Are any foreign languages offered?

Spanish I, II, and III are offered in the freshman year. In addition to middle school transcripts, a short summer placement test assists in the process of course selection. In subsequent years, additional language offerings will be based on student interest, allowing for students to change their language of focus. For example, if students wish to change from Spanish to another available language in their sophomore year, they may.

CONTACTS



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START A NEW TRADITION

To learn more about all things St. Francis, including our Upper School, visit us at StFrancisHouston.org or follow us on social media.



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