

***U.S. Department of Education***  
***2020 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 Rabbi Mitchel Malkus  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Charles E. Smith Jewish Day School  
(As it should appear in the official records)

School Mailing Address 1901 East Jefferson Street  
(If address is P.O. Box, also include street address.)

City Rockville State MD Zip Code+4 (9 digits total) 20852-4029

County Montgomery

Telephone (301) 881-1400 Fax \_\_\_\_\_

Web site/URL https://www.cesjds.org E-mail cesjds@cesjds.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\* \_\_\_\_\_ E-mail cesjds@cesjds.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. \_\_\_\_\_

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. Ayala Nuriely Kimel  
(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, write N/A in the space.*

## **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 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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.

## PART II - DEMOGRAPHIC DATA

---

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

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

**SCHOOL** (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	8	8	16
K	30	25	55
1	21	35	56
2	30	21	51
3	28	33	61
4	21	30	51
5	31	29	60
6	41	34	75
7	38	34	72
8	43	40	83
9	51	32	83
10	37	55	92
11	40	43	83
12 or higher	45	37	82
<b>Total Students</b>	464	456	920

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 4 % Asian
  - 2 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 85 % White
  - 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 2018 - 2019 school year: 2%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(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, 2018	917
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):  
Chinese, English, Farsi, French, German, Hebrew, Moroccan, Russian, Spanish, Swedish, Yiddish

English Language Learners (ELL) in the school: 8 %  
75 Total number ELL

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

Total number students who qualify: 0

8. Students receiving special education services: 22 %

200 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>200</u> Specific Learning Disability        |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	40
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	99
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	47
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	15

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 8:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	91%	92%	91%	90%	91%
High school graduation rate	100%	100%	100%	100%	100%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

<b>Post-Secondary Status</b>	
Graduating class size	98
Enrolled in a 4-year college or university	91%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	7%
Other	0%

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

Yes  No

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

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

We deliver an exemplary and inspiring general and Jewish education to ensure a vibrant Jewish future.

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

## **PART III - SUMMARY**

---

CESJDS aims to deliver an inspiring general and Jewish education. Its purpose is to ensure a vibrant Jewish future, and the outcomes are the growth of confident, compassionate thinkers who engage the world through Jewish values. We are guided by our core values: Torah Lishmah/Love of Learning, Ahavat Torah/Love of Torah, K'dushah/Holiness, Ahavat Yisra-el/Love of Israel, Tikkun Olam/Repairing the World, Pluralism, V'ahavta L'rei-a-kha/Love Your Neighbor, and K'hillah/Community. Our Portrait of a CESJDS graduate articulates the broad knowledge, skills, habits of mind, and character traits that guide our vision for students. The elements of the Portrait include: Independent, Creative, and Critical Thinker; Knowledgeable, Engaged, and Passionate Jew; Effective Communicator; Thoughtful and Reflective Collaborator; Ethical, Responsible, and Compassionate Global Citizen; and Focused and Resilient Individual.

CESJDS serves 30+ zip codes in Washington, D.C., Maryland, and Northern Virginia. Our families affiliate Conservative, Modern Orthodox, Reform, Reconstruction, Sephardic, Traditional, not at all, and in other ways. We are a welcoming, inclusive community united by our shared Jewish values, and we embrace a wide spectrum of Jewish backgrounds, beliefs and practices.

Our comprehensive dual-curriculum invokes deep and critical thinking, and our students are guided by dedicated and gifted faculty.

The Lower School employs a Responsive Classroom approach, and has one guidance counselor for every two grades, for an approximate 120:1 student-counselor ratio. This compares to a 600:1 ratio for local public schools. The Lower School recently partnered with George Washington University's Graduate School of Education and Human Development to create an early childhood STEM curriculum for Grades JK-5. This curriculum will not just be used at CESJDS, but will also be available for Jewish day schools across the nation as it was created through a Jewish lens. The math curriculum, for example, has evolved over the past few years and through stories, puzzles, and games, students use mathematical models as thinking tools, develop problem solving strategies, and read and write mathematical arguments. Number sense and calculation skills are taught, practiced, and mastered, but there is now a greater focus on reasoning, critical thinking, and communication skills. This new curriculum has enabled the division to phase out ability groupings and foster creative problem solvers with a vast toolbox of skills.

One of our desired student outcomes in the Middle School is that each student leaves 8th grade with enough resilience to be able to advocate for themselves in a respectful and developmentally appropriate way. We consider each of our students' strengths and areas for growth in the learning outcomes outlined in the Portrait of a Graduate. We work carefully to place our students in the driver's seat of their experience while providing support as needed both in and out of the classroom. We know that the Portrait is a tall order, and we believe that our children have the courage and ability to overcome their vulnerabilities through perseverance. Student update emails are sent to the students, with parents/guardians included, to illustrate that we believe they are capable of taking charge of their academic and social experiences in school.

High School students grow in an expansive, dynamic learning environment full of opportunities, encouraging individual voice and leadership. The average class sizes of 18 students encourage strong

and collaborative student-teacher relationships. We inspire connections between our Jewish and

American identities with the rhythm of the day and week revolving around the Jewish calendar. Core education is enhanced by using Washington, DC as a classroom through field trips, guest speakers, and internships. Students develop as passionate young adults and express themselves through robust fine and performing arts opportunities. Supporting passions for athletics, we are proud to offer 12 sports with 33 teams competing at Middle School, Junior Varsity and Varsity levels. Exploring top tier extracurricular programs, students rise to the top in nationally award winning journalism clubs, robotics league, and other STEM opportunities. Our students spend their second semester senior year in Israel and Eastern Europe on a 13-week trip of internal and external exploration, touring, and preparation for college.

The true differentiator of CESJDS is that we are an institution committed to excellence, anchored in Jewish values. Everything we do is through the lens of our core values, from the classroom to the athletics fields to the cafeteria. We are developing mensches, people of integrity and honor. Respect and courtesy precedes all learning at CESJDS.

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

---

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

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

While in most schools, STEM is viewed and applied as a specialty field for “one off” activities, events, speakers, etc., CESJDS identified the STEM field as a discipline that could influence our overall approach to integrated education and become a core element of our educational program. At the Lower School, this has been accomplished through our use of the NGSS Crosscutting Concepts (CCCs).

As the Lower School was reviewing and revising the science curriculum to become more aligned with the NGSS, we realized that the CCCs could be applied for integrated curriculum development. Each grade from first through fifth has adopted one of the CCC’s and uses it as an integrative thread both among and between subjects. First graders explore ‘Patterns.’ The first project that emerged was “Patterns of Shabbat” where students would learn about the order of the rituals and blessings of the Shabbat dinner table (Judaic studies), draw and map them on a large scale (art and social studies), then program a Dot and Dash robot to travel the order on the map (technology and engineering), at each stop playing an audio file of the blessing that the students pre-recorded into them (technology and music).

At the Middle School level, students learn what it means to study a discipline and experience what it means to be a historian, scientist, or other content specific expert. They learn how to integrate their thinking across multiple subject areas. In addition, early adolescents benefit from experiential learning, which is integrated into our curriculum as part of the weekly schedule and as one of the instructional tools that teachers use in their classrooms. Middle School faculty are experts who look at the foundational skills of what a successful middle school student needs. Faculty do not just teach their discipline alone.

In High School, interdisciplinary learning is, at times, initiated by teachers, but given the fertile and intellectually rich ground that we occupy, students often find connections on their own. This type of learning has a variety of benefits, supported by research—benefits that we work to instill in our high school students. Among them are:

- To think critically, to tolerate ambiguity,
- To acknowledge and appreciate ethical concerns • The ability to move beyond preconceived notions through consideration of multiple perspectives

### **1b.** Reading/English language arts

Children in Gurim Junior Kindergarten engage in imaginative play, creating puppet shows, building structures, inventing games, and exploring nature. They learn to listen thoughtfully and share ideas and questions during group discussion. Kindergartners engage in reading and writing activities individually, and in small and large groups. Through all of these activities, students develop a well-rounded understanding of the context, purpose, and meaning of reading. Writing includes idea formation, details, and voice. In first grade, students focus on phonemic awareness, phonics, and word study along with fluency and comprehension. Students learn conventions, ideas, organization, word choice, and sentence fluency through Writer's Workshop. Second graders work on decoding, character study, tall tales, research, and problem/solution. They write to express their ideas and find their voice. In third grade, students study literary elements, close-reading short texts, reading for research, and historical fiction. They begin writing for research, opinion writing, and writing about reading. Fourth grade students work on summarizing skills, differentiating between ideas and details, use context clue and predict and infer. They focus on their style, craft, writing mechanics, and organization.

In Middle School English, students study the relationship between identity and community through a range of texts designed to challenge critical reading and writing skills. Seventh grade English builds on both the skills gained in the sixth grade humanities program and our study of the individual by introducing community. We look at a variety of genres, including graphic novel, poetry, drama, and fiction, to challenge students to think about the role of the individual in the context of a larger community. In eighth grade, students begin to grapple with questions of justice and ask themselves how to take action in order to be agents of change within their communities.

The High School English curriculum cultivates students who engage with texts, peers, scholars, and communities in a thoughtful, informed, and critical manner. In ninth grade, students encounter literature of various genres as well as the language and methodology of formal analysis. Tenth graders deepen their skills in critical reading and writing through a thematic exploration of selected British Literature. Turning to American Literature in eleventh grade, students begin to incorporate scholarly viewpoints and rhetorical strategies into their analyses. Our twelfth grade program consists of two parallel courses, World Literature and Senior Composition, which culminate in independent research projects. Through guided discussions, individual and group projects, and formal and informal writing assignments, we nurture a love of and appreciation for literature and ideas.

### **1c. Mathematics**

Junior Kindergarten students engage with numbers and operations, geometry, and measurement in their math blocks. Grades K-4 employ Context for Learning Mathematics, and Project M2. Kindergartners dive into number sense, shapes, length, area, capacity, and volume. First grade students learn formal operations, and encounter Venn and Carroll diagrams. They develop an understanding of the properties of shapes. The open number line, multi-digit addition and subtraction, and balancing equations with unknowns are math foci in second grade. Third graders explore the base-10 number system, use patterns to make predictions, and are introduced to multiplication concepts and facts. In fourth grade, students gain an understanding of how multiplication, division, and fractions all relate. They use algebra concepts. Fifth grade students explore a variety of strategies to add, subtract, multiply, and divide both fractions and decimal numbers.

The Middle School math program graduates students who demonstrate mastery, understanding, and ownership of the numerical and algebraic skills to be successful in high school math programs. Algebra covers numeracy, approximation and measurement, differences and similarities between number sets, and other topics. Pre-Algebra topics include structure and function of algebraic structures, solution sets, graphs of lines, slope and rate, and more. In Algebra I, students master linear equation and their graphs, solving single linear and quadratic equations, and others.

Algebra II is a high school course offered to select students in 8th grade.

Core skills learned in the High School math program include Algebraic fluency, visual and spatial thinking, constructing logical arguments and exposing illogical arguments, approaching problems with multiple strategies, with meta-cognitive reflection about the different options, modeling real-world phenomena, and generalization of and differentiation between problem-solving approaches.

### **1d. Science**

Curricular integration using the Next Generation Science Standards STEM Cross Cutting Concepts is a Lower School-wide emphasis. Gurim students study Patterns; Cause and Effect including speed and direction; and Scale, Proportion, and Quantity. Kindergarten students study Plants and Animals; Pushes and Pulls; and Weather, including the effect of sunlight on water and various soil types. First Graders study Patterns and Cycles, Light Waves and Sound Waves, and Structure, Function, and Information Processing. In second grade, students study the Earth's Surface; Materials and Their Uses; and Plant and Animal Survival, where they observe ladybugs. Third graders look at Environment and Living Things and Cause & Effect; Forces and Motion; and Life Cycles and Traits, including how the environment affects traits. The fourth grade science curriculum includes the Invention Convention, a unit with an in-depth study of invention and engineering. In fifth grade, students learn about different systems on Earth and in space.

The Middle School Science courses encourage students to become scientific thinkers, providing them with the foundational skills and knowledge required for scientific inquiry and fostering a love for science. Science 6 allows students to study a diverse selection of scientific topics from both physical and biological sciences. Life Science (Grade 7) focuses on living organisms and life processes. Physical Science (Grade 8) introduces students to topics in both physics and chemistry that will directly prepare them for high school level courses.

The CESJDS High School Science program is lab-based, with an average lab group size of 2 students. Students have the opportunity to study and then to apply their knowledge first hand through traditional and cutting edge lab experiments. Ninth grade scientists focus their study on the field of molecular biology. Tenth grade scientists study chemistry and have the option of studying a second science (either Genetics & Biotechnology I ADV or Physics I ADV). Eleventh grade science offers our scientists the opportunity to study their scientific field (or fields) of choice (Chemistry, Genetics, Physics). Twelfth grade offers our scientists a wealth of elective choices: Anatomy & Physiology, Bioengineering, Genetics & Biotechnology, Organic Chemistry, and Physics.

#### **1e. Social studies/history/civic learning and engagement**

The Gurim Social Studies curriculum enhances each child's sense of individuality and awareness while helping them make connections to other people, cultures, environments, events, and times. In Kindergarten, the curriculum is based on lessons about our families, our community, our traditions, and ourselves. The Social Studies theme of Community is woven into the first grade experience, including the use of Responsive Classroom. In second grade, the theme of Citizenship is embodied through reading, writing, math, art, and music. The third grade Social Studies curriculum centers on Environments and Adaptation, including biomes. The fourth grade Social Studies curriculum is focused on the theme of Change, the Individual and Society. Students explore the Civil War, Immigration, Industrial Revolution, and Civil Rights. In fifth grade, students study American History and the civic values of freedom, equality, democracy, leadership, courage, creativity and ingenuity.

The Middle School Social Studies curriculum focuses on leading students through the distinctive components and skills that define the study of history and how to apply them to the contemporary world. Students will develop an understanding and appreciation of different world cultures and learn how the past informs them as individual citizens within the context of today. In sixth grade, students study 'The Power of Stories and Questions,' Geography and the Developing World in seventh grade, and Government in eighth grade.

The High School History curriculum challenges students to analyze and interpret the past through the lens of the historian. Beginning with the earliest civilizations in Mesopotamia and moving through the major political, social, and cultural developments that shaped world history up to the contemporary era, students will develop an understanding and appreciation of how history informs the present and how historians debate and analyze the past. Students will conclude their historical explorations by applying their knowledge of the past to what it means to be a 21st Century citizen.

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

CESJDS fosters the college and career readiness of all of its students.

The Lion's Tale and Dimensions, the School's award winning student newspaper and yearbook, fosters the skills of our students who want to pursue the Journalism and English fields. Students attend J-Day-- Journalism Day at the University of Maryland, visit Columbia University's Journalism program, and many participate in writing projects over the summer through the University of Maryland.

The knowledge and skills taught in our science courses have assisted many students in attaining internships at prestigious research institutions such as NIH, FDA, NIST, NASA, Walter Reed, the Technion, and the Weizmann Institute of Science, among others. The Center for STEM in Jewish Education also provides

competition and other participatory opportunities in robotics, Rube Goldberg, First Lego League, and other competitions.

Through our Mock Trial and Debate teams, students get a taste of the pre-law fields, and compete against independent and public schools in the area. Many of our students participate in Junior State of America and travel to their regional conferences. Not a conference goes by where fewer than 2 (and more often 6-8) students do not win a Best Speaker award.

Our flagship program, the Irene and Daniel Simpkins Senior Capstone Trip to Israel and Eastern Europe, prepares our graduates (who graduate in February) for life on their own. These students travel to Alexander Muss High School in Israel and, under the supervision of the administration and madrichim (tour guides/RAs), they live in dorm rooms with multiple peers, attend seminars and workshops, pack up for day and weekend trips, as well as the 10-day journey to Eastern Europe. These young alumni come back ready for life on campus and have taken a bigger responsibility for themselves.

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

Gurim Junior Kindergarten provides a solid learning bridge between the preschool years and Kindergarten. Curriculum development and a carefully planned environment focus on the following elements:

\*Cognitive Development – thinking, problem solving, exploration, discovery, creative and imaginative activities

\*Communication Development – oral/spoken language, listening, multiple language development, non-verbal, technology use, written language and comprehension

\*Physical Development – large and small muscle skills, perception and sensory awareness

\*Social and Emotional Development – awareness of others and building relationships, social competence, self-awareness and self-control

\*Ethical/moral development/Middot – empathy, responsibility, respect, self-regulation, and decision making.

Teaching and learning will foster the joy of curiosity, questioning, creativity, imagining, and discovery that feature oral language both in English and Hebrew, literacy, and numeracy along with a strong emphasis on self-regulation, social engagement, and community building. Social-emotional learning and community building is a cornerstone of the classroom program. Teachers act as facilitators and guides, maximizing children's learning and helping them to acquire strong foundational skills at a developmentally-appropriate pace.

Gurim students study Pre-Reading and Writing and the early stages of Reading and Writing; Social Studies; Math; STEM Education; Science; Hebrew; and Judaic Studies including Haggim/Jewish Festivals, Shabbat, T'filah, and Torah. Our youngest students visit the media center once per six-day cycle have Jewish Music and T'filah/Prayer three times per six-day cycle; Art twice per cycle; PE three times per cycle; and Science Lab twice per six-day cycle.

Gurim students enter Kindergarten with a portfolio of tools and skills to succeed. They also take a leadership role in the classroom, welcoming students who are coming to CESJDS for the first time, as Kindergartners. Gurim graduates take pride in having this year under their belt, and knowing the ins and outs of the School.

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

In the Lower School, students have most specials more than once per six-day cycle: Jewish Music and T'filah - 3x, Media Center - 1x, Art - 2x, PE - 3x, and Science Lab - 2x.

Upper School students have a menu of options to choose from for their elective periods; up to 8 per year in the Middle School and up to 4 in the High School.

1) In the Lower School art studio, students develop the knowledge and problem-solving skills needed to create, analyze, and respond to art. They are introduced to the principles of design by working with a variety of media, including painting, drawing, sculpture, ceramics, collage, weaving, and printmaking. Art education flows seamlessly between the art studios and the classrooms, where it is frequently integrated into programs and lessons.

In the Upper School, beginners and experienced artists experiment, collaborate, and learn in a welcoming atmosphere that encourages creativity and enjoyment. Students may choose among a rich offering of electives in photography, graphic design, ceramics, and studio arts.

2) The Lower School PE objectives are to:

- \*Develop age-appropriate fundamental skills including locomotor movement; indoor and outdoor sports; and physical fitness

- \*Encourage physical, social, and emotional growth

- \*Teach compassion and good sportsmanship

- \*Promote personal responsibility

- \*Engender a feeling of enjoyment and self-accomplishment

- \*Encourage non-competitive participation

In the Middle and High Schools, students take part in physical activities, including team sports and individualized fitness training, that address each component of health-related fitness, including muscular strength and endurance, flexibility, and cardio-respiratory health and fitness. Students are introduced to the various principles of training and how they can be utilized in improving personal health and fitness. Students also learn to interpret the results of physical fitness assessments and use this information to assist in the development of individualized physical fitness goals that allow them to achieve the health benefits of physical activity.

3) All students in Grades JK-10 have mandatory Hebrew instruction. It is optional for eleventh and twelfth graders, however, most choose to continue their Hebrew studies. It serves them well during the Senior Capstone Trip when they are in Israel. Students in the Middle School can start Spanish as early as sixth grade. High School students can begin Spanish lessons or continue them from Middle School, and also have Arabic as an option.

4) The role of our Upper and Lower School media centers is to enrich the intellectual life of the school. Our librarians and library media specialists work to create lifelong readers and learners comfortable in an information-rich world. The CESJDS media centers are more than just resource collections – we offer dynamic library programs and services that emphasize both research skills and pleasure reading. The Lower School media center holds our Tinker Space, a place for students to play with Legos, STEM games, and other materials before school begins or during recess. The Upper School media center is home to the Maker Space, a more robust version of the Lower School Tinker Space. Students in grades K-5 have access to and use iPads and laptops to complement their work. Middle School students are provided with a laptop and High School students have a BYOD requirement.

5) From grades JK-12, students engage in social-emotional curriculum. In the Lower School, students participate in a Responsive Classroom morning meeting, as well as lessons taught by a guidance counselor. Fifth grade students participate in Advisory. Middle School students also participate in an advisory session called Rikuz, as well as Zman Kodesh/Sacred Time first thing in the morning. High School students have

Community Time sessions where they can visit with teachers, participate in Math and/or English labs, and also have Zman Kodesh.

### **3. Academic Supports:**

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

Providing support services to our students with diverse academic needs and learning styles is a fundamental part of the CESJDS educational program. We have a staff of learning specialists who work closely with classroom teachers, guidance counselors and parents to identify and support students with their academic work.

In the Lower School, our learning specialists provide push-in support to students in the classroom. Our staff of learning specialists work closely with the classroom teachers in a co-teaching model and provide targeted strategy instruction to students several times throughout the week. Learning specialists meet weekly with classroom teachers to plan lessons together and to discuss student accommodations. When educationally appropriate, “pull out” instruction is also provided by our learning specialists.

The learning specialists focus their work with students on the following areas:

- \*Remediation in reading instruction including decoding, fluency and comprehension using research-based, structured multi-sensory instruction

- \*Strategy instruction in written language skills

- \*Strategy instruction in organizational and study skills

In the Upper School, learning specialists help students sharpen critical skills in writing and reading comprehension and develop effective study habits such as time management and organization. A written education plan for each student includes a summary of strengths and challenges as well as a list of necessary classroom accommodations. We develop a strong partnership with parents to share knowledge and strategies, and work in tandem to implement the proper intervention for each student.

Accommodations can be made to help students focus on learning and achieve their full potential, including:

- \*Extended time on tests

- \*Provision of class notes

- \*Note taking on personal laptops

- \*Using a computer to complete tests

- \*Utilizing Learning Ally for audio books and text books

- \*Providing access to speech to text software

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

In the Lower School, enrichment is provided to all students, from those below grade level to high flyers. The School has recently instituted a push-in program, rather than pull-out. We have two Language Arts Enrichment Specialists and one Math Enrichment Specialist (in addition to our Math Coordinator) on staff.

The enrichment specialists guest teach lessons, and work with small groups to push the level of literacy, writing, social studies, and numeracy. The recent change from pull-out to push-in is to enrich the experience for all students in the classroom and allow the students performing above grade level to mentor students at

or below grade level. This co-teaching model, plus the second full-time teacher in the classroom allows a lower student:teacher ratio and for more students to get one-on-one time.

In the Middle School, students performing above grade level may take classes within the division in a higher grade, with placement tests and guidance counseling as stipulations. We want to ensure that students can perform socially and emotionally in a classroom with older children, not just academically. Students cannot take high school classes as the schedule is different, even though both divisions are on the same campus. One-on-one or small group enrichment is provided on a case-by-case basis for these students.

Advanced courses are offered at the high school level across the disciplines, and placement in classes in a different grade is allowed with the same stipulations as middle school. We have had students in the past who have lobbied for additional enrichment courses, and those are offered based on teacher availability. For example, more than a half-dozen students in the Class of 2018 had exhausted every science class at CESJDS. It worked out that we had a teacher on staff who could teach Physics III, a college-level course. The students were so excited that we were able to accommodate this request, which provided benefits in their early college years.

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

The Lower School Learning Specialists develop Education Plans for each student which includes yearly individualized goals. Accommodation Plans are also written for many of our students. These guide teachers to provide a classroom environment with student supports which can include accommodations in the area of instruction, organization, focus/attention, behavior management, assessment and assistive technology.

In addition to our commitment to providing support services to our students and classroom accommodations, we also provide supported Hebrew classes in Grades 3-5 and supported math classes in several grades. These classes are smaller in size and the instruction is focused on core skills in these subject areas. In addition, multisensory teaching and strategy-based instruction are an integral part of these classes.

Educational Management Team meetings are held regularly throughout the year with parents, teachers, the learning specialist, guidance counselor and any outside professionals that are part of the student's team. The purpose of these meetings is to set student goals, assess progress, and discuss suggested interventions.

Many Lower School students receive psycho-educational testing, but it is not required in the division.

Structured Study Hall is a required period of the day for Upper School students who receive Educational Support Services. Our goal is to work closely with students to engender independent learning and academic self-confidence. Mini-lessons are offered in note taking, textbook reading, and test preparation. Students who receive the accommodation of extended time testing complete their exams in a quiet room. In addition, students have the option of working with private tutors paid for by parents.

Skills English classes are offered in grades 6, 7, and 8 to create a firm foundation in writing and literature in preparation for high school English. Grade-level curriculum is followed with an emphasis on essential skills such as composition and close textual analysis. Students in Structured Skills English must be enrolled concurrently in a Structured Study Hall.

In order to be eligible for ESS at the Upper School, students must have a psychological and educational evaluation which includes cognitive and achievement testing.

### **3d. ELLs, if a special program or intervention is offered**

CESJDS has a large population of students who come to our school from Israel as their parents work for the embassy. We also have students come to us from South America and areas in Europe.

The English for Speakers of Other Languages (ESOL) Program at the Lower School is designed to teach communications skills and English literacy so that the students will be able to function independently in

their classroom and quickly become productive learners.

Learning objectives are individualized to meet the needs of each student at their grade level. The primary focus is on developing communication skills and vocabulary needed for each grade level. The ESOL teacher and the classroom teacher work very closely together to ensure that the ESOL student acquires the necessary language skills in oral language, spelling, handwriting and reading. The students receive individualized instruction in the ESOL classroom and in their general studies and math classrooms in the second year of the program. The ESOL teacher also provides support in math, science and other activities that require language support. Frequent parent communication is an important part of the CESJDS ESOL Program. This communication enables the students to make an easier transition into their new academic and social environment.

At the Upper School, students read novels, short stories, newspapers, and Internet pages, and use these texts to introduce elements of literature such as plot, character development, and conflict. There is an important focus on vocabulary growth, grammatical rules, and the structure of the English language. Writing is emphasized, and students are expected to speak only English in class. The small class size allows students to interact closely with the teacher and each other, and to address issues relating to their acculturation process. In addition to class work and homework, students enrolled in ESOL are responsible for reading English language fiction books outside of class.

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

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

---

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

CESJDS is committed to the whole child. Our curriculum is a solid balance of academics and social-emotional curriculum.

At the Lower School, students learn one-on-one, and in small and large groups. Because there are two full-time teachers in every classroom, every student is known, nurtured, and cared for. Differentiated instruction is a valued part of our educational philosophy. Our classroom teachers recognize that each classroom is filled with learners with skills above grade level, those with various learning styles and those with learning challenges. Each teacher works toward enriching or modifying the curriculum based on student needs. Students feel confident in their ability to succeed as a result of the all-encompassing knowledge that our faculty and administrators have about them. Students are introduced to the idea of choice at a young age. From Gurim Junior Kindergarten when they have centers to choose from to fifth grade when they are introduced to class electives, they feel empowered to make decisions.

At the Middle School level, great care is provided to students who are in the challenging period of adolescence. We are fortunate to have a staff of three licensed social workers, who are dedicated to working with our students, their families and teachers. Our counseling team provides direct service, group work, grade-wide programming, and crisis management. Students feel safe in expressing their feelings, are able to make connections with peers and adults, and build self-awareness and resilience, which leads to an optimal learning experience for each child.

High School is a stressful time for students as they prepare for college. Intellectual health and success looks very different for every student. We have students who load up on science classes, those that want to pursue Jewish studies and are immersing themselves in text, those that aspire to be writers and soak in the School's acclaimed writing program. The High School guidance and administration teams arm students with executive functioning, study strategies, self-advocacy and time management skills. A holistic approach is taken to academic counseling and course selection, keeping overall health and balance as top priorities. Students are encouraged to pursue internships, and teachers are the ready, willing to help students secure these career-fostering opportunities.

When students graduate, they feel ready for the next step in their lives, knowing that the door is always open for them to visit and seek advice.

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

The CESJDS community is instrumental to student success. We share in our students' achievements and support them in times of struggle, both inside and outside the classroom. Individual and team/group achievements are shared through a news alert email and texting system, on social media, and in our community newsletter, which is published three times a year. The Head of School or division principal will send a note to the student and/or parents (depending on age) personally congratulating them on their accolades.

At the Middle and High School levels, students are often invited to discuss hot topics with the principal and/or Head of School, including the School's cell phone policy, a roundtable discussion when Brett Kavanaugh was confirmed to the Supreme Court, civil discourse when student walkouts were occurring and our students wanted to participate, and more.

Parents are invited to share in student work and successes multiple times throughout the year including the Lower School Hanukkah Musical, Middle and High School musicals, Arts Chai-Lights in the spring (a showcase of JK-12 artwork, performances, showcases, and more), Visiting Day, Zimriyah (a music and dance competition on Israel Independence Day), National Spanish Honor Society inductions, Arabic Honors Society inductions, Quill & Scroll Honors society inductions, and much more.

Community members and parents are often invited to speakers and events happening at the school. We have brought in authors, developmental pediatricians, psychologists, Jewish leaders, and other individuals to address topics of interest and current events. Three alumni are honored annually in our Head of School Circle celebration. The entire CESJDS community is invited to hear how these graduates were inspired and driven as a result of their school education.

Guidance is heavily involved when it comes to student challenges. The Lower School employs a phone and in-person based approach, whereas the Middle and High School levels have a hybrid approach of sending student reports with necessary teachers, counselors, and administrators copied, and follow-up phone calls and meetings. CESJDS is a 24/7 school, and we are committed to serving every student in this way.

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

The flexibility of a private school curriculum in comparison to a county- or town-mandated curriculum is that our teachers are better able to spread their creative wings when it comes to their teaching, as well as their professional learning.

Our new teachers are provided with a mentor in their respective division that coaches them through successes and challenges during their first year. They have a point person to go to and ask questions, gather advice, and learn from teachers who have been at the school for some time.

The Human Resources department has an employee wellness program that encourages faculty and staff alike to lead a balanced life between their jobs, personal lives, and health. Incentives are offered for participation in the program, and there's even a little bit of friendly competition!

The Parent Association does a great deal to thank and show appreciation towards teachers including breakfasts and lunches throughout the year, treats and tokens on Jewish holidays, the December holidays, and end of year, and encourages the greater school community to thank teachers for their service in a variety of ways.

All teachers are encouraged to pursue professional development. There are in-house opportunities on professional days, during faculty week, and during a handful of faculty meetings. Faculty and staff may also apply for external professional development, including conference and coaching opportunities. We spotlight teachers and staff when they attend and speak at conferences, and also when they receive awards or recognition for their work. These notifications are sent out via email and text, on social media, on our website, and in our 3x/year community newsletter. All employees are encouraged to publish articles and seek out other writing opportunities that help further their careers, and these opportunities are also highlighted.

Faculty are united under the CESJDS Characteristics of Professional Excellence. These pillars were written by faculty members, and adopted by the School:

- We, as educators, are committed to students as learners and as individuals and form meaningful relationships with them. We are caring, compassionate, and responsive to the diversity of student needs.
- We, as educators, actively partner with families in supporting student growth.
- We, as educators, are engaged with the life of our school community.
- We, as educators, are collegial and actively collaborate with professionals throughout our school community.
- We, as educators, are committed to lifelong learning and actively pursue professional growth.
- We, as educators, fulfill, honor, and embody the mission, core values, and policies of our school. • We, as

educators, know the content we teach and how to teach that content to our students. We are effective, engaging, and passionate.

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

There is a senior leadership team at CESJDS which is comprised of: Head of School, High School Principal & Associate Head of School, Lower School Principal, Middle School Principal, CFO, Director of Development, Director of Enrollment & Tuition Assistance, Director of Human Resources, Director of Marketing & Communications, Dean of Students, Director of College Guidance, Director of Educational Support Services, and Director of Instructional Technology. This group meets weekly to discuss successes, issues affecting the entire school, and addresses important topics affecting the student and or/faculty/staff body.

The Head of School nurtures a reflective culture of learning and growth that produces innovation, collaboration, and academic excellence throughout the School. He cultivates an exceptional leadership team, and talented faculty and staff who share his commitment to academic excellence, a rich student experience, and a warm and inclusive community. He has a 30,000 foot view of the School at all times and is the Chief Articulator of the mission and goals. The Head of School is the bridge between the Administration and the Board of Directors, and addresses the 'Business Side of the House' topics including enrollment, marketing, fundraising, accessibility, and sustainability.

The three principals are the instructional leaders of their division and have primary responsibility for carrying out the School's mission of providing an outstanding Jewish and general studies education for its students in an environment that celebrates Jewish identity, community, and values. The principals lead the faculty and have day-to-day responsibility for student life, maintaining educational standards, professional development, and ensuring excellence in curriculum, teaching, and learning.

CESJDS is student-centric. Every action we take is in the best interest of our 920 students. Our Dean of Students is the 'gut check' for High School students, Middle School Counselors oversee the well-being of our Middle School students, and Lower School Guidance Counselors, under the supervision of the Assistant Principal, ensure that our youngest students are on the path to success.

We do not teach to the test. Our goal is to ensure that children are learning for the sake of learning. Standardized tests are administered in grades throughout the divisions, and we do everything in our power to mitigate anxieties around these tests. Parents are given guidance on how to prep their children for these tests in a way that isn't overwhelming or scary to them.

There is a focus on mindfulness throughout the divisions to ensure that students are in the right headspace to succeed academically. Morning meetings are conducted at the Lower School to set an intention and tone for the day. Fourth and fifth grade students participate in advisories--small group sessions to discuss different topics that are prominent for them. The Middle School Administration recently implemented Lion Time, a short session that gives students 15 minutes to organize their books, papers, and lockers, and speak with teachers about assignments to avoid rushes before and after school, and to allow students to eat lunch and take a break during that time. The Dean of Students oversees Mental Health Awareness Day twice a year, which includes mindfulness sessions, speakers, fairs, techniques, and therapy dogs.

There are protocols on each campus to inform parents when students are not performing academically. Their "team" is included on notifications, which includes the principal, assistant principal, guidance counselor, ESS specialists, and potentially others who assist the student in achieving his/her learning goals.

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

---

CESJDS is built on the consideration and success of the whole child from Junior Kindergarten through 12th grade. We are able to differentiate ourselves from the public schools in this vein, and private school-minded families choose CESJDS because of our commitment to values-based education and ensuring that their children are nurtured and cared for.

A CESJDS education is designed to assure that our students are well grounded in essential skills and creative in spirit; that they will know the academic disciplines while learning to work diligently and persevere; that they will succeed according to standardized scholastic measures but excel, too, in realms like citizenship and *menschlichkeit* that are not quantifiable. Through our character education program “middot tovot”, we cultivate specific מידות – Middot – qualities of character in classrooms, on the playing fields and in the relationships formed at school. We design our curriculum to allow children to explore and learn in an environment that balances structure with choice, and the individual with the community.

At the CESJDS Lower School, becoming and being a mensch is so core to our learning experience that it is the only behavior that is publicly recognized and rewarded in the division. Each month, we adopt a new middah/ethical value on which to focus our learning in the area of character and moral development. We are so proud to recognize our students for behaviors in the spirit of our values as Middot Menschen each month. Values include: Respect, Acts of Loving Kindness, Responsibility, Courage, Community, Empathy, Justice & Honor, Citizenship, Holiness & Humility, and Appreciation & Acknowledgement.

The CESJDS Middle School embraces early adolescents’ intellectual and developmental needs as we stretch their minds and nurture their souls at this critical stage in their lives. We have a dynamic educational experience organized around three major themes: Identity (Grade 6), Community (Grade 7), and Action (Grade 8). Each year presents students with a variety of opportunities to learn, explore, and grow as they seek greater independence and identify their own interests and strengths. Our purposeful approach challenges students to discover that their increased independence calls for increased responsibility for self, respect for others, and engagement with the world.

Our approach to high school education also capitalizes on the richness of being Jewish, embracing its various manifestations. We oversee meaningful recognition of, and participation in the hagim (Jewish holidays), and include parents and other community members when appropriate. We mark life cycle events for our high school students and their families. We celebrate in times of joy, and serve as an anchor in times of difficulty and tragedy. Through it all, we guide our students in exploring their humanity and the humanity of others. We guide each student in becoming a mensch, in becoming someone who is empathic, who listens, who engages in civil discourse, and who sees beyond themselves. We teach our students to be people of substance who aim to do well for themselves, for their communities, and for the broader world.

## PART VII - NON-PUBLIC SCHOOL INFORMATION

---

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

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?      \$33960  
(School budget divided by enrollment)
4. What is the average financial aid per student?      \$13000
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      24%
6. What percentage of the student body receives scholarship assistance, including tuition reduction?      49%