

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Kettle Run High School
(As it should appear in the official records)

School Mailing Address 7403 Academic Avenue
(If address is P.O. Box, also include street address.)

City Nokesville State VA Zip Code+4 (9 digits total) 20181-5877

County Fauquier County

Telephone (540) 422-7330 Fax (540) 422-7359

Web site/URL <https://www.fcps1.org/KettleRun> E-mail mbrill@fcps1.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Major Warner E-mail mwarner@fcps1.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fauquier County Public Schools Tel. (540) 422-7000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Stephanie Litter-Reber
(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):
- 11 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 19 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	340
10	287
11	263
12 or higher	317
Total Students	1207

*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
 - 3 % Asian
 - 3 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 4 % 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: 11%

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	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	84
(3) Total of all transferred students [sum of rows (1) and (2)]	119
(4) Total number of students in the school as of October 1, 2021	1131
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Afrikaans, French, German, Korean, Lao, Lothian, Portuguese, Romanian, Russian, Spanish, Swedish, Tagalog, Thai, Urdu, Vietnamese, World English

English Language Learners (ELL) in the school: 1 %
16 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 161

8. Students receiving special education services with an IEP: 13 %
Total number of students served 151

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>24</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>38</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>64</u> Specific Learning Disability
<u>13</u> Emotional Disturbance	<u>2</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>2</u> Traumatic Brain Injury
<u>7</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 8 %
Total number of students served: 91

10. Number of years the principal has been in the position at this school: 6

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	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	83
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.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 14:1

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	93%	97%	97%	96%	96%
High school graduation rate	97%	96%	97%	95%	98%

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	291
Enrolled in a 4-year college or university	56%
Enrolled in a community college	29%
Enrolled in career/technical training program	1%
Found employment	11%
Joined the military or other public service	3%
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.

The Kettle Run community is dedicated to providing a challenging academic environment. We are inspired by an enthusiasm for learning and independent thought. We will cultivate a climate of compassion and spirit and integrity. We are committed to ensuring each person fulfills his or her potential.

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

[https://go.boarddocs.com/va/fcps/Board.nsf/files/C9AMT6591700/\\$file/7-1.2.pdf](https://go.boarddocs.com/va/fcps/Board.nsf/files/C9AMT6591700/$file/7-1.2.pdf)

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

Kettle Run High School (KRHS) is located in a rural community, approximately 45 miles southwest of Washington, DC, in Fauquier County, Virginia. KRHS opened in September 2008 making it the third high school in Fauquier County Public Schools (FCPS). KRHS is currently ranked as the #1 high school in Fauquier County Public Schools (FCPS). KRHS provides students with challenging academic offerings that emphasize college preparation, as well as a variety of career and technical educational programs equipped with modern facilities. KRHS' teachers are highly qualified content experts, with eight being certified to teach dual enrollment courses.

KRHS values success, belonging, individuality, and involvement. The academic and extracurricular opportunities provided to KRHS students support the whole child and allows all students to fulfill their individual academic and social and emotional potential so they may become contributing and positive members of society. The involvement of all stakeholders, including parents, guardians, community members, faculty, staff, and students, is paramount to the success of KRHS.

In 2022, KRHS received national recognition in the US News & World Reports for being ranked 114th among all high schools in the Commonwealth of Virginia and the 100th high school in the Washington, DC metropolitan area. This rating was based upon student achievement on required assessments, the graduation rate, and college readiness. KRHS students deeply value academics and strive to challenge themselves with rigorous classes. In 2022, the Advanced Placement (AP) participation rate for KRHS was 58%. In the fall of 2022, two KRHS students were recognized as commended students in the National Merit Scholarship Program. Additionally, in the fall 2022, as a result of their high scores on AP exams, nine KRHS students received the National Rural and Small-Town award and one student received the National African American Recognition Award from The College Board. This year, KRHS earned the distinction of "100 Best W!SE High Schools" for teaching personal finance, based on student performance on the W!SE financial literacy exam.

In addition to academic excellence, students are heavily involved and find success in both athletic and extracurricular activities. In the fall of 2022, KRHS was the first high school within FCPS to participate in the Virginia High School League (VHSL) Class 4 State Football Championship. The team ended the season with an overall 14-1 record, with the only loss occurring at the state championship game. Eight football players were chosen for the All-State Team. Additionally, one student athlete earned the title of VHSL Track and Field State Champion in shot put, another was recognized as a VHSL State Champion in girls swimming, and a wrestler also placed 3rd in the state. Further, during the 2022-2023 school year, a student was ranked 7th in the nation for Technology Student Association (TSA) Promotional Design and two students made All Virginia Band.

The KRHS community values inclusivity and shows strong compassion and empathy for others. The See Talents and Abilities Not Disabilities Program (STAND), for the student population with intellectual impairments, has partnered with the Physical Education (PE) program to establish the Unified PE Program. The goal of Unified PE is to foster inclusion, collaboration, and teamwork among the student mentors and students with disabilities. This year, KRHS received national recognition for becoming a Special Olympics Unified Champion School. To raise awareness and show support for different causes, KRHS hosts multiple spirit weeks and days throughout the year including Disability Acceptance Week, Pink Out Days (for Breast Cancer), and Down Syndrome Awareness Month. Additionally, KRHS annually recognizes Black History Month with student-led daily announcements to highlight facts about important African Americans who have made significant societal impacts. To celebrate Women's History Month, a different female staff member is honored each day during the month of March.

KRHS and its stakeholders rely on cohesive community partnerships. Last year, the school hosted its First Annual Black Business Owner and Prominent Community Member Fair, an event in which community members showcase their businesses for students and share employment and training opportunities. This year, KRHS hosted its first Career and Technical Education (CTE) hiring event, called Trade Street, in which students had the opportunity to meet and talk with local businesses for recruitment and networking

purposes. In the fall, KRHS hosted its first September 11 Memorial Stair Climb, an event organized by a KRHS teacher who was a first responder on September 11, 2001. The event united community members, such as veterans, police officers, and paramedics, with students and staff, who walked the bleachers in the football stadium for nearly two hours to mimic the 2,200 steps (30 flights) that first responders climbed in New York City before the towers collapsed.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The mission and vision of the English department is to provide curriculum that ensures students thrive as humans, while utilizing communication and critical thinking skills, in an ever-changing society. Individual student needs and English skills are assessed at the beginning of every term and progress is tracked throughout the entirety of the high school career. Students are encouraged to pursue their goals and teachers engage them in relevant and rigorous readings which empower learners to produce multilayered written works. In addition to required texts, students are afforded choice in what they read in class. Classroom experiences encourage student participation and include activities such as debates, presentations, gallery walks, and group projects.

Both general education English courses and honors level courses are offered. Additionally, KRHS is an AP Capstone school, offering AP Seminar and Research as well as AP Language and Literature, which simultaneously offers twelve dual enrollment credits to prepare students for higher education. The department provides classical and contemporary literature choices. Differentiation occurs with independent readings and multiple titled studies, which cultivates a student's world view. Elective offerings include Mythology, Creative Writing, Film Analysis, and four levels of Journalism, Photojournalism, and Theater. Through the Teachers for Tomorrow program, students (Teacher Cadets) engage with educators at other schools, within FCPS, to obtain hands-on field experiences. After studying fundamentals of child development and classroom management, Teacher Cadets observe, tutor elementary and middle school students, and even teach entire lessons. The Teacher Cadets share their passion for education with younger scholars, both reflecting and modeling a commitment to lifelong learning.

To address learning gaps following the pandemic, teachers collaborated with their middle school counterparts. KRHS teachers established vertical teaming, allowing educators at both levels to find success when implementing new learning strategies. Collectively, the group identified skills in which students excel in as well as areas requiring greater academic focus.

A major emphasis of the faculty is to build relationships to support the emotional learning of students. Thus, they continually provide opportunities which allow students to demonstrate mastery of both personal and skills-based learning growth. Empowering student confidence, classes offer authentic, project-based assessments. With learning communities as a focus, the aim is to provide a scaffolded discussion resulting in deeper understanding of content and a greater respect for each other. Building on this social emotional platform of mentorship, assessments entail using multimodalities to encourage mergers between visual and verbal elements in presentations. Simultaneously, students cultivate and discuss their passions via Ted Talks, career readiness programs, book talks, and other published works. Teachers frequently communicate with parents and guardians regarding student progress. Student success is celebrated with positive referrals and dialogue with parents/guardians.

Within the department, there are four sponsors of the National English Honor Society (NEHS). NEHS members support the success of their peers by reviewing academic essays and written work across all content areas in the KRHS Writing Center. These students are known as peer tutors. To earn such distinction, students must be trained at George Mason University and demonstrate the ability to work with peers and mentor struggling students. Additionally, NEHS Members go to a neighboring elementary school weekly to foster the love for books as a reading buddy.

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

The Math department's goal is to help students see the relevance of math in their daily lives. Instructional planning begins with the Virginia Department of Education (VDOE) Standards of Learning (SOL) documents, which are used to guide the curriculum. Students must complete Algebra 1 and Geometry, then

further their mathematical education with the many courses offered, such as Algebra Functions Data Analysis, Algebra II, Advanced Algebra II, Advanced Math (Trigonometry), Math Analysis, AP Precalculus, Calculus, AP Calculus AB, AP Calculus BC, Probability and Statistics, AP Statistics, Computer Math, and AP Computer Science. Many KRHS students take advantage of math courses beyond what is required.

Within the classroom, a student's understanding of math is cultivated by providing numerous opportunities to demonstrate mastery and improve problem-solving skills. Teachers provide high quality learning experiences by utilizing methods such as differentiated whole and small group instruction, collaboration, project-based learning methods, and technology-based lessons. Using pre-assessments, the prior knowledge of each student is measured at the beginning of every lesson. Understanding each student's skill level and educational background affirms that misconceptions or misunderstandings of previously learned skills or concepts are addressed. Further, understanding is formatively assessed throughout each course to evaluate growth and identify areas of deficit. Teachers modify lessons and reteach content as needed. Student progress and achievement are tracked for the duration of each course.

Student learning data is used to guide increased instructional resources. Summative assessments, such as end-of-unit tests or projects, are used to track the progress of individuals and groups of students for the purpose of identifying specific needs, deficits, and/or giftedness. The department meets monthly to share, discuss and plan, based on data results and student needs. Additionally, specific content area teachers (i.e. Algebra I) work collaboratively in teams throughout the school year. Content area meetings afford teachers time together to plan lessons and create resources as well as review instructional strategies and assess student progress. The Math department sponsors a chapter of Mu Alpha Theta, the National High School Mathematics Honor Society. Mu Alpha Theta members infuse mathematics into the culture of KRHS by serving as peer tutors. They also move content beyond the scope of the state curriculum, through interscholastic competition, enrichment presentations, and the coordination of guest speakers into the classroom.

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

The Science department is a pillar of the academic program, providing students with an exceptional education in a wide range of scientific disciplines. The course content is based on the VDOE SOL requirements. Teachers have diverse backgrounds, ensuring that students have access to a variety of perspectives and knowledge, and that curriculum constantly evolves to reflect the latest research and advancements.

Inquiry techniques and hands-on learning approaches are most often utilized, allowing students to experience real-world problems or scenarios and apply scientific knowledge and critical thinking skills to devise solutions through investigation. This approach is highly effective for engaging students in content, promoting critical thinking skills, and fostering a deeper understanding of scientific principles. Earth Science and Biology are offered at both the standard and honors levels, while Chemistry and Physics provide students with introductory lab-based options. Elective courses include Astronomy, Ecology, and Anatomy and Physiology. Furthermore, students are able to take five AP level courses including Environmental Sciences, Biology, Chemistry, Physics I, and Physics II.

Mastery of content is encouraged through a variety of formative and summative means. Feedback is consistently sought and used to determine comprehension. Additionally, methods such as projects, debates, and real-life applications are consistently utilized. For example, students have the opportunity to participate in the annual Science Fair. Furthermore, in AP Human Anatomy and all levels of Biology, students participate in dissection as a means of comparing the body systems of once distantly related organisms to modern humans. In Ecology and Environmental Science, students learn about the impact they have on the environment through stream health investigations at a local park that includes a body of water. Students determine the water health using macro invertebrates and chemical parameter testing.

The department is committed to promoting sustainability and environmental stewardship through initiatives like a student-led recycling program. Students are encouraged to take an active role in promoting

sustainability within the school and community through the Science National Honor Society and Ecology Club. The department is a diverse and engaging community of educators and learners. With a focus on hands-on learning, collaboration, and sustainability, students are provided with the knowledge, skills, and experiences necessary for post-secondary success. More specifically, in AP Environmental Science, students conduct a month-long experiment to design and investigate the dynamics between terrestrial, aquatic, and decomposition chambers. This experience allows them to gain firsthand knowledge of the intricacies of these environmental systems. In Chemistry, students conduct a latent fingerprint lab to connect their studies with real world applications in forensic science.

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

The Social Studies department provides students with engaging classroom environments which aid in the development of research, analysis, and writing skills, based upon the VDOE Profile of a Virginia Graduate. Technology skills, real world scenarios, and project-based learning activities ensure students grow in the areas of creative and critical thinking, collaboration, communication, and citizenship. The course content is based on the VDOE SOL requirements. The department offers two levels of instruction in the core classes, as well as electives in Sociology, Psychology, Civil War, and African American Studies. There are three courses which may be taken for DE credit and six AP courses.

Annually, the department collaborates with other content areas to ensure awareness and appreciation on Constitution Day. Several schoolwide presentations have been organized to include members of the community. For the past two years, the department has participated in a state pilot program for Project Based Assessments (PBA) as a replacement for the Standards of Learning end of course assessments. Replacing the traditional end-of-course SOL Test with a PBA, which is a formative and summative assessment, requires students to read, research, and write an authentic response to a prompt. This experience allows students to engage in learning at a deeper level. Students have several formative tasks to review, guided by questions, and documents to learn about a historical topic. This can be done with teacher led scaffolding and whole group discussion. Once completed, students individually construct a formal response to a prompt which is used as evidence of their learning. Remedial support is provided to underperforming students to ensure verified credit requirements are met.

The department consists of nine educators, including four AP teachers and two DE instructors, both of whom have served as adjunct professors in the collegiate setting. One teacher has their Juris Doctorate (JD) and previously worked as a government affairs attorney, while another has experience as a contractor with several government and private agencies, to include the Defense Intelligence Agency (DIA) and Department of the Navy. Three teachers have military experience and one is a former police officer.

Teachers within the department serve as sponsors for the History and Interact clubs as well as the award-winning Model United Nations (UN). These organizations offer students extra-curricular opportunities to engage in relevant events that raise awareness and global understanding. Further, a teacher within the department was responsible for the September 11 Memorial Stair Climb event.

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

The curriculum of the Career and Technical Education (CTE) department at KRHS is designed to support students in their journey towards college and career readiness. A variety of courses are offered within different content areas that help students develop practical skills, gain work experience, and prepare for the demands of higher education and the workforce. The CTE department supports several student organizations such as DECA (the co-curricular organization focusing on leadership, entrepreneurship, marketing, finance, hospitality, and management), Future Business Leaders of America (FBLA), Family, Career and Community Leaders of America (FCCLA), the National FFA Organization (formerly known as Future Farmers of America, the co-curricular organization for students enrolled in Agricultural Education courses), HOSA (formerly known as Health Occupations Students of America, the co-curricular organization for future health professionals) and Technology Student Association (TSA). Student membership is highly encouraged as these organizations provide opportunities for personal development, expansion of life skills, civic responsibility, and leadership.

KRHS offers cooperative work-based learning through agricultural and business and marketing classes which combine classroom instruction with real world work experience. Further, this allows students to earn credits towards their high school diploma while gaining valuable work experience in a particular field of interest.

Many courses provide opportunities to gain industry recognized credentials at the high school level, increasing the likelihood of students securing gainful employment immediately after graduation. Certifications are offered for Adobe, AutoDesk, the Microsoft Suite, and Workplace Readiness Skills. KRHS also offers cosmetology courses which provide students with an opportunity to leave high school fully licensed and prepared for the workforce.

The CTE department organizes an annual fair and career project which allows students to explore various careers associated with the class curriculum, build a resume and cover letter, and practice interviewing skills. Local business owners and professionals speak with students about industry demands, educational requirements and employment opportunities.

Overall, the curriculum of the CTE department supports college and career readiness, student leadership, civic responsibility, and work-based learning.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

A full breadth of fine arts courses are offered allowing students to develop and express their creativity. Within the Music department, the KRHS Band is recognized as an 11-time Virginia Honor Band. Further, the band, choral and instrumental ensembles have been the recipient of the Blue-Ribbon Music Department Award for Excellence seven times. The Theater department offers a variety of electives, ranging from introductory to advanced courses. Additionally, they participate in the VHSL One Act Competition and execute a fall and spring theater production.

Throughout the school year, the Art Honor Society hosts community events, such as paint nights to showcase student talent and encourage others to think creatively. Student artwork is routinely featured at local businesses and is showcased annually at the FCPS Fine Arts Festival.

The visual arts program includes classes in fine art photography (digital and traditional darkroom processes) and introductory courses through AP Studio and Functional Arts. The Art program consistently generates local, state, and national recognition from many organizations, such as the National Art Education Association and Virginia Music Educators Association. Authentic experiences are created that speak to student interests, skills, and personal experiences while firmly rooting them in situations found beyond the classroom.

2b. Physical education/health/nutrition

All students are required to complete health and physical education during their freshman and sophomore years. Within these courses, students learn lifesaving skills such as cardiopulmonary resuscitation (CPR), how to operate automated external defibrillators (AED), basic first aid, and driver's education. In collaboration with State Farm and the Virginia State Police, a driving simulator is utilized with tenth graders to illustrate the dangers of distracted and impaired driving. Health is also taught during the tenth grade PE course and content is largely project-based.

The PE department emphasizes the importance of practicing healthy physical, mental, and emotional habits. In recent years, mental health has been an area of focus, with school counselors and PE teachers co-teaching lessons. Teachers believe that, in order to maintain overall health and wellbeing, students must understand the relationship between proper care and functioning of the body. Further, it is critical for students to realize the importance of practicing healthy habits, which will contribute to personal well-being and social effectiveness.

After required courses are taken in ninth and tenth grades, students may continue their interest in physical education through a variety of electives, such as Life Fitness, Advanced PE, and Unified PE.

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

The World Language department offers one functional language (American Sign Language), one historical language (Latin), and four modern languages (Spanish, French, German, and Arabic). The faculty is majority international citizens and native speakers who ensure a high level of accuracy and an authentic experience.

Students at all grade levels and abilities participate in World Language classes. Freshman and sophomores comprise the largest enrollment in course levels one, two, and three, while juniors and seniors comprise the largest numbers in level four and five (AP and DE).

Students learn to read, write, listen, and speak in a second language. Many students find that, as a result of taking World Language classes, they strengthen their native language skills and receive opportunities to travel abroad and earn higher compensation in jobs or scholarships. Each year, multiple KRHS students earn the VDOE Seal of Biliteracy, which is a state award as well as a national award through the American Council on the Teaching of Foreign Languages (ACTFL).

2d. Technology/library/media

The Instructional Technology Resource Teacher (ITRT) trains staff and students to use websites and digital resources which afford students broader access to information. FCPS also employs one-to-one devices, and if needed, a wireless hotspot. School-wide lessons on digital well-being and citizenship are taught to help students understand the impacts of their interactions with others online and ensure they make informed decisions about privacy. This year, as a result of an extensive focus on the online safety of students and staff, KRHS was recognized as a Common Sense Certified school.

The library has two certified librarians and an assistant. The library is a safe space for all, offering individual and group work locations, and sponsoring three clubs to support student interest. The library maintains a professionally curated collection of traditional print resources as well as eBooks and access to research databases twenty-four hours a day, seven days per week. The average number of books checked out per month is 680. Further, teachers from all curricular areas collaboratively plan with the librarians to enhance critical thinking, problem solving, and student-based inquiry in the form of projects, activities, and research papers. On average, the librarians coteach lessons 22 times each month. Each year a scholarship is available for a deserving graduating library patron. Annually, the library staff and associated clubs orchestrate various collection drives.

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

KRHS is the host of an interdisciplinary content academy, called the integrated Science, Technology, Engineering, and Math (iSTEM) Academy. Students must apply and be accepted into the iSTEM Academy and each year, demand is significant. Emphasis is placed on leadership development, managing projects, teamwork, and hands-on scientific and engineering experiences.

iSTEM Academy provides a four-year experience focusing on cross-curricular courses where students enhance their leadership and project management skills. Several years ago, the program began as a small

collaboration among faculty as a way to make course content more relevant. In recent years, student demand and interest has helped the program grow into an application-based academy, within a school, model. The program is open to students of all levels with an interest in this field. Students are routinely engaged in hands-on projects, such as building their own robots and launching their own rockets. Recently, iSTEM students worked with the National Aeronautics and Space Association (NASA) and the Growing Beyond Earth program to germinate herbs in partnership with the International Space Station. Within the classroom, students are tasked with designing, building, and coding rovers as well as testing parachute systems and creating rockets for launch.

The iSTEM teachers are certified in a variety of content areas, such as Math, Science, and Technology. As a result of their differing backgrounds and career experiences, professionals from a wide array of fields are frequently welcomed into the classroom to discuss what is being learned and how it can be applied beyond the educational setting.

3. Academic Supports

3a. Students performing below grade level:

A variety of supports and interventions are utilized for students performing below grade level. The KRHS schedule affords all students an opportunity to receive targeted assistance from their teachers. Each day, students attend Cougar Time, which is a thirty-minute block of time between the second and third classes of the day. In recent years, a traditional homeroom has been replaced with Cougar Time to allow students to have access to a different teacher each day. Every Monday, Cougar Time is first block, Tuesday it is second block, Wednesday it is homeroom (clubs and organizations meet during this time on this day of the week only), Thursday it is third block, and Friday it is fourth block. This year, a structured schoolwide SOL remediation plan has been implemented during Cougar time to ensure students are best prepared for required assessments and receive the instruction necessary for success. Cougar Time gives all students, but specifically those in need of extra support, time during the day to receive additional instruction or seek support on a particular topic. This change was implemented with input from stakeholders (parents, guardians, students, and staff) who indicated that it can be challenging for high school students to attend remediation and access tutoring opportunities solely before or after school hours.

Within the classroom, teachers assess students throughout the term and offer more focused, individualized assistance as needed. This is provided in the form of one-one-one tutoring during Cougar Time or before or after school. Additionally, the Writing Center and several honor societies (such as Mu Alpha Theta and National Honor Society) offer student-led sessions after school each week.

Ninth graders may take Freshman Seminar, a year-long class taught by teachers from different disciplines. Based upon student achievement outcomes in core classes, specifically English and Math, teachers certified in these disciplines co-teach the Freshman Seminar course. This class promotes a positive attitude toward school and prepares students for success in grades nine through twelve. Students learn study and organizational skills and are provided time within the school day to complete coursework and receive academic support from certified teachers. Additionally, the inclusion of both an English and a Math teacher provide students with access to course specific materials, assessment preparation, and a remedial, one-on-one approach to content, as needed.

Tenth through twelfth graders may take Academic Coaching, a semester-long class that teaches students how to work efficiently and manage their time in all content areas. Students learn to best prepare for classes, take tests, and meet project and assignment deadlines.

Additionally, the Student Support Team (SST), which consists of teachers, school counselors, and administrators, meets at the conclusion of every marking period to review and discuss interventions for students earning a D or an F in any course. This group monitors student progress and implements additional interventions, such as tutoring, individual student check-ins, and conferences with teachers and parents/guardians.

3b. Students performing above grade level:

KRHS offers a variety of opportunities for students performing above grade level. Currently, there are 28 different AP classes and 13 different DE classes, across all disciplines. School counselors utilize AP Potential to identify students who may be successful in collegiate level classes. This program provides a framework for counselors when discussing scheduling options with students. Further, school counselors use the results to offer advice and support to students regarding their potential to pursue academic challenges, based on their skills and interests. School counselors meet with these students individually to inform them that they were identified as someone who may find success in an AP course. This information is also relayed to their parent/guardian. To further encourage students to attempt an AP course, students and parents/guardians are informed that should the student not find success, they are able to drop the AP course without penalty. Students are able to enroll in an AP course and attempt it for the entirety of the first marking period (four and a half weeks). Should they not find success, or it not be what they were expecting, students are able to drop the course, without penalty, by moving into the non-AP version of the course. For the current year, a total of 666 AP exams have been ordered. Overall, the efforts of staff to promote and encourage student participation in AP courses results in a participation rate of 58%.

Seniors may opt to take an AP Capstone course, which integrates a service learning component. School counselors and teachers also encourage students to obtain DE credit while in high school. For the current year, nine KRHS students are on-track to graduate with a high school diploma and an Associate's degree.

Additionally, KRHS students can apply to and attend the regional Governor's school, Mountain Vista Governor's School (MVGS). MVGS is a research-based, technology enhanced and integrated program in Math, Science, and the Humanities for students in tenth, eleventh, and twelfth grades. The program challenges students to reach their full potential as independent thinkers capable of assuming leadership roles in a constantly changing global society. MVGS is comprised of students from six counties and one city. Participants attend MVGS, which is housed at the local community college, for half of each school day. The other half of the day is spent at their base school. The application process is highly competitive. Currently, KRHS has 27 students enrolled at MVGS.

3c. Students with disabilities:

KRHS values a climate focused on inclusion and collaboration for students in need of special education services. The faculty and students have spent extensive time and effort fostering an inclusive community. Special Education staff meets with teachers each term to review pertinent information regarding each student's Individualized Education Program (IEP) via a process called SPED (Special Education Department) Dating. This event coordinates an individual meeting with the case manager and general education teacher of each student to best understand their academic, social, and emotional needs. Additionally, strategies are shared to ensure staff are equipped to provide students with the environment necessary for success. At the conclusion of SPED Dating, teachers are provided a copy of each student's IEP which is utilized throughout the term to ensure accommodations are provided and needs are met.

Further, SPED and general education teachers collaborate daily to ensure that strategies align with classroom, school, and division standards. Relative to scheduling, a concerted effort is made to provide co-teachers with common planning time, allowing lessons to be designed together. Additionally, both teachers are expected to have an equal role in the classroom and support the best learning practices of all students. To highlight each teacher's strengths, the general education teacher engages students with the necessary curriculum while the SPED teacher incorporates proper scaffolds and activities, ensuring material is accessible by all students. All materials, such as lesson plans and assessments, are created collaboratively to meet the needs of every learner. SPED teachers manage the needs of students and provide accommodations like small group settings, a quiet space for the completion of assignments, and reading assessments aloud when necessary.

KRHS also has a resource room, which is a space that staff and students may access when needed to ensure accommodations are provided. This room is staff by a SPED professional (either a certified teacher or an instructional assistant) each block and students may elect to go to this space to complete assignments or they

may be sent by their teacher. All students with an IEP or a 504 may access this space upon request or by teacher choice.

3d. English Language Learners:

This school year, KRHS added a part-time English Language Learner (ELL) teacher. The ELL teacher currently maintains a caseload of 16 students. The ELL teacher is an integral component of the success of the ELL students. The teacher frequently checks-in with the ELL students and collaborates with the classroom teachers to ensure best practices are being provided. The ELL teacher attends the core content classes of their students to deliver curriculum support within the classroom setting.

Each semester, an ELL Resource class is offered. The purpose of this class is to help students develop English proficiency using various content-related materials focused on listening, speaking, reading and writing. The class is tailored to meet student's specific language level and content support needs. As this is a new component of the instructional model at KRHS, staff have relied heavily upon the division coordinator and ELL teacher to best meet the needs of ELL students. Staff frequently collaborate with the ELL teacher regarding student needs, assignments, assessments, and course materials. KRHS staff aim to meet the needs of all students and understand the importance of working together to promote the success the ELL population.

Annually, KRHS administers ACCESS for ELLs (ACCESS), which is WIDA's suite of summative English language assessment. ACCESS testing is used to determine ELL students' current level of proficiency. Additionally, to ensure information is being shared in the preferred language of students, KRHS staff frequently utilizes translators to communicate with students, parents, and guardians.

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

The STAND Program creates an educational environment for students with varying abilities that may require a modification within the curriculum. The purpose of the program is to promote academic learning to ensure students reach IEP goals and are prepared for Virginia Alternate Assessment Program (VAAP) testing while meeting their individual social and behavioral needs. The curriculum has a Community Based Interaction component which includes Vocational Training Programs (VTP) and Community Access Trainings (CAT). The students have the opportunity to incorporate independent living skills and engage in real world job experiences within the community.

Additionally, KRHS offers a Unified Program which builds on Special Olympics' values, principles, practices, and experiences. The program's goal is to shape a generation that is accepting of all, regardless of ability. The program promotes social inclusion through intentionally planned and implemented activities for all students. KRHS has accomplished inclusive sports, youth leadership opportunities, and whole school engagement and therefore, has been recently recognized as a National Banner Unified Champion School.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

KRHS supports students in all aspects of their development including academic, social, and emotional growth, as well as college and career readiness. Understanding the academic excellence all stakeholders expect, school counselors annually meet with individual students to provide academic advising and to review and update their four-year academic plan. During this meeting, school counselors discuss post-secondary plans and provide guidance on course selection. Additionally, each year the school counseling department hosts several events and workshops relating to academic and college and career readiness for students and families which cover a variety of topic such as, post-secondary planning, Free Application for Federal Student Aid (FAFSA), preparing for senior year, course registration information, and AP/DE courses. All tenth-grade students take the Pre-SAT, and KRHS also hosts the Armed Services Vocational Aptitude Battery (ASVAB) twice a year to assist students with career exploration and to identify their skills and abilities. In partnership with the University of Virginia, KRHS has a Virginia College Advising Corps (VCAC) Adviser as well as a career coach, who is employed by the local community college. Both individuals meet with students, conduct career assessments, and provide college advising.

In terms of social and emotional growth, each semester, KRHS school counselors conduct teen Mental Health First Aid (tMFHA) training for all tenth graders as part of the curriculum of the Health and PE 10 course. tMFHA is an evidenced-based training that teaches teens how to identify, understand, and respond to signs of mental health and substance use challenges in their friends and peers. The goal of this program is to raise awareness about mental health and to encourage students to seek out a trusted adult if they have a concern about a peer. Additionally, school counselors provide individual counseling related to student's social-emotional growth in addition to small-group counseling related to anxiety, coping skills, conflict resolution, empowerment, and self-esteem.

Recognizing the importance of making connections, students are encouraged to become involved in activities and organizations. The listing of clubs and organization is extensive, including groups such as eSports, the Cougar Coffee House (where students share their own written work), and Interact (a service-based organization). Additionally, the Student Council Association (SCA) is highly active, planning and executing events such as homecoming, prom, student versus faculty basketball games, and powder puff football. SCA also partners with numerous community agencies, such as Toys for Tots, to host collection drives throughout the year. The group focuses on supporting the needs of the school community and works to provide aid when a staff member or student are in crisis. Fundraisers have been completed with varying support agencies such as St. Jude Children's Research Hospital, American Cancer Society, and Kyle's Kamp.

The needs of stakeholders are monitored via communication which is offered in varying formats, such as an anonymous tip line, email, social media, surveys, and phone calls. Students, parents, guardians, school staff, and community members are frequently willing to provide feedback which is used to guide school-based decisions. Community involvement is embraced as part of the overall climate and environment at KRHS. The staff, students, parents, and guardians have high expectations regarding the academic climate. This involvement and input are both encouraged and embraced. Moreover, student needs are a driving factor when administrators and staff wish to make changes for the betterment of the school, classroom environment, and learning outcomes.

2. Engaging Families and Community:

The KRHS communication team meets weekly to ensure current relevant information is distributed via social media outlets as well as through the daily signboard, located in the parent pick-up and drop-off line, with reminders such as early dismissals, teacher conferences, and monthly recognitions. The communication team is the foundational resource that drives the weekly RUNdown newsletters, delivered with an accompanying phone call to all staff, students, parents, and guardians every Friday afternoon, and social media presence.

Partnerships with stakeholders are vital in building an inclusive, active community that not only supports, but feels they play an important role within the school. The weekly RUNdown ensures that stakeholders are provided with information needed for the upcoming week. Additionally, seniors receive a separate, modified version of the newsletter, which guarantees that they are aware of dates, deadlines, and tasks required to complete as graduation approaches.

Businesses and community members frequently visit KRHS, either for the purpose of serving as guest speakers within a classroom, or for larger events, such as fairs and community hiring experiences. KRHS has partnered with a local church, who uses the building for services each week. Many students, staff, and families are members of the congregation.

The school social worker, counselors, and administrators collaborate to support struggling students and families. The social worker equips students and families with resources which include mental health professionals and crisis and community service agencies. Further, when students are facing a challenge, such as chronic absenteeism, the group convenes to devise a plan of support. This always includes the input of the division graduation case manager, who assists with home visits, communication with the parent or guardian, and court involvement, when necessary. Once a plan is established, it is monitored and revised to ensure students attend school regularly and receive the support necessary for success.

As the summer ends, KRHS kicks off the new school year with a Back to School Tailgate in which businesses, churches, community outreach programs, clubs, and athletic teams are invited to attend and provide activities, such as games and food items. The entire community is welcomed to the campus to celebrate the start of a new school year.

KRHS partners with the After-Prom committee to provide a safe event which occurs immediately following prom. The night and early morning are full of activities, such as bingo, movies, inflatable games, and laser tag, which are all organized by parent volunteers and community sponsors.

3. Creating Professional Culture:

KRHS administration, in partnership with FCPS Department of Instruction, encourages all staff to be lifelong learners. As former educators, the administration understands the value and importance of continuous professional development and is supportive of faculty and staff growth efforts. Opportunities include, but are not limited to, classes for tuition reimbursement, conferences, mentor/mentee programs for all new faculty, technology training, and summer consortium classes in partnership with the local community college.

Faculty and staff have the opportunity to attend What Great Educators Do Differently every summer, which incorporates a guest speaker along with breakout sessions. Additionally, each spring, faculty have the opportunity to participate in an instructional showcase, sponsored by FCPS, where teachers in the division present best practices within their content area and classroom.

Recently, the Leadership Team (consisting of administrators, department chairs, the school testing coordinator, librarian, ITRT, and director of school counseling) collaborated with the entire staff to develop a charter, using the words courage, character, and citizenship, which are the three pillars the school was founded upon when opening in 2008. Throughout the current school year, the charter has been developed and, prior to completion, will include input from all stakeholders. Additionally, based on the community needs and the rise in mental health awareness, the administration has partnered with Mental Health First Aid Connect to certify all faculty and staff in Youth Mental Health First Aid.

KRHS believes in fostering an environment which provides professional development and opportunities for teachers to grow as leaders within the school. Several years ago, recognizing that opportunities for leadership may be limited, a three-year rotation of department chairs was implemented. This allows other educators to have leadership opportunities and further grow potential from within. Department chairs are tasked with the development of school wide initiatives, such as SOL remediation plans, master scheduling,

classroom management and instruction, and observing their colleagues to offer feedback and constructive criticism.

4. School Leadership:

The administration seeks to empower others and provide opportunities for growth from within the building. Department chairs are on a three-year rotation, which allows differing viewpoints, leadership styles, and visions to be shared. Further, change allows those intrigued by a leadership position to experience new responsibilities and expectations. The principal consistently approves calculated risk-taking practices, in an effort to encourage students and staff to be stretched beyond their comfort level and reinforce a growth mindset. Simply doing things in the manner in which they have always or historically been completed is not a substitute for sound decision-making practices. Current situations and needs are reviewed on an individual basis and rapport is built by being present and listening for the purpose of understanding.

Student achievement and success are the foundation of all decisions. Data, to include attendance, test scores, graduation rates, and disparities among differing populations are frequently reviewed and utilized as rationale for change or justification of need. The focus of doing what is best for the individual child is extremely important. Therefore, understanding factors such as achievements, challenges, and motivation are crucial to ensuring success. The administration continually reminds staff of the importance in remembering the human side of every person to which they have the privilege of interacting. The roles and responsibilities of the assistant principals and principal are reviewed and rotated a minimum of once every three years. This includes the supervision of academic departments.

The school community is heavily involved in the school's success and this relationship is both embraced and encouraged. Parents and guardians are recognized as their student's greatest advocate and the relationship between family members and school staff is valued. This year, student needs have been a focus and ensuring that students acclimate to being present and engaged in the school environment are a priority. In reviewing SOL scores, an opportunity for improvement was recognized. Subsequently, the leadership team collaborated with counseling and administrative staff and the school testing coordinator to devise a school wide plan for remediation. Over the course of two weeks, students attended thirty minutes of focused instruction, during the school day, ensuring a greater understanding of content, study skills, and test taking strategies. The initiative impacted the entire school and all staff members contributed to the endeavor, understanding and embracing the importance of students being as prepared as possible and achieving the desired outcome.

5. Culturally Responsive Teaching and Learning:

The diverse needs of stakeholders are addressed through various complementary approaches. The School Counseling Department administers an annual needs assessment survey to all students. Through data generated from this survey, small focus groups are developed to meet the specific needs of students. Topics include anxiety, self-esteem, and stress management. Based upon the results of the needs assessment, a group for first generation college students has been created. Within this group, several students whose biological parents did not attend college, find support and encouragement in exploring post-secondary schools, as well as assistance with application processes.

Through the help and support of the staff and school community, KRHS offers a wide variety of both co-curricular and extracurricular clubs. Two groups that highlight these efforts and strive to ensure equity and cultural awareness are the Black Student Alliance (BSA) and the Gay Straight Alliance (GSA). The BSA has been active with many school and community events. Further, in partnership with the local Ruritan group, they provide for those in need by organizing the collection of toiletries and household supplies. The GSA club meets regularly, welcomes all students, and provides a platform for increased engagement and voice within the school community.

KRHS also participates in the After-School Backpack Program. Through this initiative, qualified students receive a weekly backpack of meals; a Thanksgiving dinner is also provided to families. During holiday breaks and school closings, students receive special bags which include additional food necessary to sustain

the extended time away from school.

Celebrating students and staff members is a regular occurrence and information is included in the weekly RUNdown phone call and newsletter. Further, students are recognized at the FCPS School Board meetings. The newsletter and school social media accounts highlight ethnic awareness months such as Hispanic Heritage Month, Native American Heritage Month, African American History Month, Women's History Month, and Asian-Pacific American Heritage Month.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been most instrumental to the success of KRHS is a belief that each individual student matters. While rigorous content is provided and high expectations abound, the experience of the whole child the most important component of the high school experience. During their four-year tenure, students are encouraged to grow and develop into the best possible version of themselves. Educators find ways to challenge and motivate students, while allowing themselves to grow in the process. The high expectations of all stakeholders do not allow staff to become stagnant, rather professional development is encouraged and expected.

Opportunities for student involvement are expansive and ever-evolving. When a student expresses an interest in starting a new club or organization, the only requirement is to identify a faculty or staff sponsor. Faculty and staff are heavily involved and committed and are always willing to assist. Further, the majority of athletic coaches are also staff members.

For the current school year, KRHS teachers and staff organized their own professional development day, focused on highlighting the skills and talents of the group. The format allowed staff to showcase their strengths and educate their colleagues. The new teacher mentoring program is an area of focus. The lead teacher mentors create a robust program, which ensures that new teachers are equipped with content, skills, and knowledge necessary to efficiently and effectively complete required tasks. Support is provided in the form of non-evaluative classroom observations, assistance with difficult conversations, lesson planning, classroom management, and co-teaching.

The administration values the input of all stakeholders and works to ensure expectations are met and student outcomes are positive. No facet of the job is too large or small, instead, the focus remains on the student and doing what is best for that individual. Rules are not used as a substitute for sound decision-making practices and when possible, barriers are removed. There is an overwhelming commitment to excellence with the focus consistently being doing what is best for each student.