U.S. Department of Education
2018 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 Mr. Leonard Pritchard
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 4801 Twin Hickory Road
(If address is P.O. Box, also include street address.)

Glen Allen   VA   23059-1000
City   State   Zip Code+4 (9 digits total)

County Henrico County

Telephone (804) 364-8000   Fax

Web site/URL http://deeprun.henricoschools.us/   E-mail   lpritchard@henrico.k12.va.us

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. Patrick Kinlaw
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail pckinlaw@henrico.k12.va.us

District Name Henrico County Public Schools   Tel.   (804) 652-3600
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. Michelle Ogburn
(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. 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.)

2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

9. 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.

10. 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.

11. 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.

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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district   46 Elementary schools (includes K-8)
   (per district designation):   12 Middle/Junior high schools
                                                 11 High schools
                                                 0 K-12 schools

                                                 69 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	238	202	440
10	212	174	386
11	240	201	441
12 or higher	251	196	447
Total Students	941	773	1714

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school: 13 % Asian
                                         6 % Black or African American
                                         5 % Hispanic or Latino
                                         1 % Native Hawaiian or Other Pacific Islander
                                        71 % 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 2016 – 2017 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2016 until the end of the 2016-2017 school year	29
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	54
(4) Total number of students in the school as of October 1, 2016	1665
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 3 %
                                                        51 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Spanish, Creoles and pidgins- French based, Telugu, Chinese(Mandarin), Bengali, Mono, Portuguese, Marathi, Greek(Modern-1453), Urdu, Korean, Chinese (Yue- Cantonese), Kannada, Creoles and pidgins- English based, Gujarati, Farsi, Afrikaans

7. Students eligible for free/reduced-priced meals: 6 %
   Total number students who qualify: 106

8. Students receiving special education services: 7 %
    121 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.

27 Autism	3 Multiple Disabilities
0 Deafness	1 Orthopedic Impairment
0 Deaf-Blindness	41 Other Health Impaired
0 Developmentally Delayed	41 Specific Learning Disability
3 Emotional Disturbance	0 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
4 Intellectual Disability	1 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 10

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

	Number of Staff
Administrators	5
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.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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   21:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	99%	99%	99%	99%	99%

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 2017.

Post-Secondary Status	
Graduating class size	385
Enrolled in a 4-year college or university	89%
Enrolled in a community college	8%
Enrolled in career/technical training program	0%
Found employment	2%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    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.

Committed to a supportive learning environment for all of our students, fostering compassion, citizenship, respect for others, and school pride. All school community stakeholders are partners in this mission.

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

Deep Run High School opened its doors in 2002 to 550 freshman and sophomore students. Prior to commencement, stakeholders consisting of the principal, faculty and community members met to develop the Vision and Mission of Deep Run, creating the foundation, culture and traditions of what it was to become. Since 2007, Deep Run has been named as "Best High School" by U. S. News and World Report in both the state and national rankings, most recently ranking 11th within Virginia and 420th nationally in 2017, receiving a gold medal. We have been a Blue Ribbon School of Music for the past 11 years and have competed and won awards in the FRC World Robotics Championships. Our school's inclusiveness is seen in our support of exceptional education All Star Games with a packed gym of cheering students.

Deep Run is located in western Henrico County. The first new high school in the county in 22 years, it served a rapidly growing suburban community. Over time, Deep Run has become a more diverse and transient population due to local companies hiring temporary workers from overseas or around the U. S. The number of multi-generational and two-parent income households in our community has also grown over the years. We currently serve 1,722 students from our community as well as up to 200 Center for Information Technology students, who apply to attend this specialty center. We also have students from around the county who participate in our Air Force JROTC program. The student body is comprised of 1% American Indian, 12% Asian, 6% African American, 4% Hispanic, 1% Pacific Islander, 72% White, and 4% multi-ethnic students.

In the fall of 2008, Deep Run was a recipient of a grant from the National Math and Science Initiative designed to better prepare students for success in Advanced Placement (AP) courses. Through this grant, teachers received training in instructional strategies and content, as well as resources at the Pre-AP level. As a result of our participation in this program, AP courses became more accessible to students and we saw an increase in student scores. Many of the teachers who were trained under this grant are still teaching at Deep Run and the ongoing benefits to our students have been evident.

In response to downward trends in standardized test scores, our math teachers have implemented strategies that have begun to shift this trend in a positive direction. They regularly offer "math boot-camps" for students struggling with specific concepts to give another opportunity for mastery using less traditional methods; for example, playing cards to reinforce probability and number sense. We also have incorporated Passage Based Reading (PBR) activities to give students practice using skills necessary to perform tasks on the SAT and ACT. We have seen an 8-point increase across the board in all demographics in the past five years that we have been using these in our classes.

Many of these math programs, in addition to others, occur during lunch. In the fall of 2015, we implemented a "One Lunch" program where our entire school of over 1700 students goes to lunch at the same time. During lunch, you will find students eating in the courtyard, sitting on benches listening to music while they do homework, or playing intramural basketball in the gym. We hold club meetings, review sessions, and assemblies during lunch, protecting valuable class time from interruption. Doing away with the traditional lunch schedule frees teachers up to have a minimum 30 minutes of common planning time per week, and at least 2 different set times of office hours to meet with students. It has also allowed students an opportunity to branch out, meet new groups of people to spend time with, in addition to giving a built in time during the day to decompress.

Lastly, as a school, we are working to promote good citizenship and inclusivity at every opportunity. Our Marathon Dance, a 27-hour dance-a-thon has raised over 1 million dollars in a 12-year period for local charities. Our students have gained the respect of our community through their efforts to help others. Each year, as a school we raise several thousand dollars for the Susan G. Komen Breast Cancer Research organization by selling T-shirts and celebrating at one of the home football games in October. We have participated in Rachel's Challenge, which resulted in more tolerance and mutual respect among our students. Our students collectively complete thousands of hours of community service annually and take pride in their efforts to work for the benefit of others. We have eliminated self-contained classes for those students who are working towards a standard diploma to close gaps for exceptional education students. The community at

Deep Run is one where respect and appreciation for each student, teacher, administrator, parent, and community member is an expectation.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In our English department, we immerse students in the language by promoting literacy - the ability to read, think critically and respond to information. In four years, students are exposed to literature as an art form, shaping the way they understand universal themes and the way they see the world. Our freshmen are exposed to the early stages of rhetoric and persuasive writing where they begin to synthesize information and find their voice. By the end of 12th grade, students have learned to write insightfully and critically. They develop a confident voice. In all English classes, students create persuasive multimodal presentations independently and collaboratively. Our elective courses – Humanities, AP Seminar, AP Research, Yearbook, Journalism, and Theater – give students the opportunity to apply the knowledge and skills (both technological and critical) they have learned in their courses. Our 6 certified A.P. teachers, 3 National Board Certified teachers, and numerous teachers who have won awards in their craft, understand the importance of equipping students with the abilities to read, synthesize, write, discuss and think critically about past and present events.

Social Studies educators' goal is to create educated, responsible citizens who are aware of their history and individual rights. In all courses, we focus on developing students' reading skills with primary and secondary document analysis. We use visual aids to help students identify context and trends. Students are required to make informed opinions by writing historical essays supported by facts. Writing is emphasized in all levels of our courses, even our electives (20th Century US History, Psychology, Foundations of Leadership, AP courses in European History, Psychology, US History, Government). We use landmark legislation and important court cases to demonstrate societal changes. We promote civic engagement with voter registration drives, students volunteer as pages on Election Day, and Student Government Day where students shadow prominent local leaders. Our Foundations of Leadership students created modules for a Digital Citizenship course for grades 6-12.

Our department consists of 7 AP trained teachers, 1 National Board Certified Teacher, and 1 First-year Teacher of the Year. Teachers engage students through simulations of the Congress of Vienna or Presidential Elections and by supplementing curriculum components of art, poetry, and Google VR Expeditions.

Because we know the value of actively engaging students, our Science department offers many opportunities for students of a variety of levels and abilities to continue their scientific learning. Most students will begin with various levels of Biology and some with Earth Science. We encourage students to think critically through lab inquiry, problem-based group work, data collection, research, and independent practice. Our honors students work on an independent research project that culminates in a scientific paper, which allow them to enter in local and state science fairs. Beginning in 9th grade, foundational scientific skills such as observations, graphing and data analysis are taught. The Science department has all levels of Biology, Chemistry, Physics and College Prep Earth Science. We offer 5 APs including Environmental and AP Physics C. We offer Oceanography and Biology II which is a course that includes a semester of anatomy and physiology and a semester of ecology. Students have many opportunities to participate in STEAM activities including our Robotics Club, Medical Club, TSA, and Envirothon. Many of our science teachers have advanced degrees; 7 are A.P. certified.

Critical thinking and problem solving are necessary skills for the future. Our math department promotes these skills while cultivating an environment where all can learn math. We currently offer courses from Algebra 1 to AP Calculus. Next year, we will pilot Computer Math, a project-based coding class. Our department teams meet regularly to review pacing, testing data and create common assessments. Our instructional focus is engagement through group activities and manipulatives. We hold two Saturday "SOL Boot Camps" and "Monday Math Meet-ups" where math honor society students tutor.

Gifted math students are challenged through numerous competitions throughout the year. We currently are 5th in the state in the Virginia Math League Contest, 37th in the country for Rocket City Math League. The

student who leads our Arete Math Madness team is ranked 136th nationally.

AP Teachers from our core curriculum teams present review sessions for AP students in several Saturday sessions every year. In our English and math classes, teachers guide students through an evaluation of their PSAT and SAT data, to make sure that the proper skills are being reinforced to increase students' performance on this test. In 12th grade students research their college major or career. Students in our CIT program become Certified Associates in Project Management, which makes them marketable for the workforce or internships during college. Our passage-based reading program ensures that students are constantly improving their reading comprehension. Our students leave school with the skills of collaboration, digital literacy, critical thinking, and problem-solving skills.

2. Other Curriculum Areas:

Consisting of five levels of studio art and four levels of digital media, the visual art program cultivates creativity, critical thinking, and innovation. Students have won 27 national scholastic awards in all, and the program has earned national recognition 14 years in a row. Our gallery space has hosted 67 unique student exhibitions, and is a great driver of student success. A new exhibition opens to the community each month in an event that includes art, music, food, and conversation about complex and meaningful artistic expression. These exhibitions are designed, promoted, and hosted by students which provides for meaningful, real-world experience. The performing arts department offers a wide range of instruction including instrumental and vocal music at the intermediate through artist levels and theatre I-IV and stage craft. Co-curricular performing opportunities are offered annually in marching band, concert band, wind ensemble, orchestra, concert choir, chamber choir, women's choir and show choir.

Our music department has been recognized annually since 2006 with a Blue Ribbon School of Music award and annually since 2003 as a Virginia Honor Band. Band, chorus, and orchestra students are annually selected to represent Deep Run in honor ensembles at the county, district, and state levels. Students from throughout the school population can audition to participate in our two main stage productions as a member of the cast, crew, or instrumental ensemble. Students in Theatre IV receive honors credit and direct their own One Act plays featuring younger students as cast members. Co-curricular forensics students have received recognition at the district, regional and state levels in VHSL and VCFL competitions. Deep Run also has an active International Thespian Society chapter.

The Health and Physical Education Department (HPE) teaches students the importance of maintaining a healthy mind and body. Students are taught to achieve a healthy lifestyle by finding a starting point, setting fitness-based physical activity goals, and tracking their progress. This philosophy allows students to work at their own pace and level to achieve success. Differentiation can be seen in the variety of classes and activities available to students. All 9th and 10th graders take HPE classes that include units such as dance and bowling, alongside more traditional activities. Adaptive PE is taken by our Exceptional Education students and Advanced PE is available to upperclassmen.

The World Languages Department supplies students with the necessary tools to be successful global participants. The program offers three different languages (French, Spanish and Latin) for students in all grades, Deep Run continues to see an increase in the amount of students continuing their language acquisition into Honors and AP-level language classes. With courses conducted primarily in the target language, authentic materials made for native speakers, and a focus on whole language, the students are thrust into a learning environment that forces them to become worldly observers and critical thinkers.

The library and technology programs support all curricular areas and grade levels by collaborating frequently with classroom teachers to integrate critical thinking, problem solving, inquiry, research, ethical use of information, and digital citizenship into lessons and projects. In addition to working with students and teachers during the school day, the librarians and ITRT support student learning by maintaining a virtual library and technology portal. Students can access ebooks, databases, tutorials, and other tools from their school-issued laptops, which enables them to find, use, and synthesize information both in school and at home.

Career and Technical Education (CTE) classes include electives such as business, marketing, technology education, and family consumer science, as well as Economics and Personal Finance, a class required for all students. Students who complete course series in CTE have the opportunity to take a range of certification tests, including the W!SE Financial Literacy exam, for which we hold a 98% pass rate. In addition to these courses, the CTE department also offers an Air Force JROTC program. The CTE Department oversees many co-curricular Career and Technical Student Organizations, including DECA, Technology Student Association (TSA), and Family, Career and Community Leaders of America (FCCLA). Through these organizations students regularly participate in regional, state, and national competitions, and hold regional, state, and national offices.

3. Instructional Methods, Interventions, and Assessments:

Deep Run High School services a continuously high-performing community in Glen Allen, Virginia. Since its inception, Deep Run has offered exceptional academic options through AP choices, the CIT specialty center, and honors-level classes that are only enhanced by its faculty's high qualifications and abilities to enhance the curriculum with technology. Even with students assisting in setting these high standards, Deep Run faculty and staff continuously assess the needs of its student groups and apply strategies to help struggling students and eliminate gaps. The staff are highly dedicated to not only negating educational gaps but also working to diminish culture gaps, improving the overall school climate.

Since the beginning of Passage-Based Readings across the curriculua, Deep Run has seen improvement in Reading Comprehension scores for the SAT, especially for African-American students. Noticeable increased scores among all sub-groups occurred, such as a 37-point increase for Asian students, the largest increase was 55 points for our African-American population. With 1,710 AP exams taken during the 2016-2017 school year by 792 students, the average score for all APs was a 3.5. As a school that prides itself on rigor and accomplishments, faculty and staff are working together to make sure that all needs are met even in these higher-level classes.

To maintain high levels of performance and offer continuous support for struggling students, Deep Run offers peer tutoring through all honor societies, assisting students in each subgroup, while teachers are able to offer office hours twice a week during the school's one-lunch. One-lunch serves as a 65-minute lunch period, allowing students, who may have difficulty accessing supports, utilize teachers' office hours for academic supports. Also, office hours by our faculty provide high-achieving students the same opportunity to work with their AP instructors. By providing this structured period of time to all students, Deep Run students can maintain their academic achievements while also enjoying many of the after-school activities the school offers through sports and clubs.

This year, Deep Run leadership has dedicated time to help lead and consult with a new group of student mentors to assist with the freshman class. This group of students is guided by members of the faculty, administration, and counselors to help them develop the skills needed to plan, implement, and follow up with their respective groups. This model allows leadership to build the capacity needed within the students to not only oversee this support club but also see its vision into the future to sustain its purpose.

SOL remediation is offered to all students throughout the year. Even though Deep Run continuously achieves high pass rates for all students, any student who needs an SOL for graduation is provided remediation efforts in the fall. During the spring, structured tutoring is offered for all students enrolled in SOL classes where teachers can send students who may need extra help. Early in the year, the math department started Monday-Math tutoring to assist students throughout the year to be successful in their math courses and on the SOL. Deep Run has also created a collaborative double-block math course in conjunction with Algebra I for remediation efforts in a known area of weakness - math pass rates for exceptional ed students. Currently, Khan Academy is being used by all students to assist in the comprehension and application of key math concepts as well as English concepts for state and nationwide tests.

Within our exceptional education department, stringent measures are taken to ensure all case-managers are equipped with the tools necessary to keep quality data. Teachers are trained to utilize Google forms to solicit

feedback from various teachers and others who support these students with individualized, intensive instruction. This data is used to validate IEP goal updates and aid in writing thorough and meaningful IEPs for each student who is served under an exceptional education label.

To monitor our students across grade levels, the school has instituted a policy of at-risk meetings with counselors and administrators for any student who is being unsuccessful in any course. These quarterly meetings allow counselors and administrators the time needed to develop relationships with students and parents. This first step is critical to foster a positive learning environment and establish a culture of trust among stakeholders.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Our school engages students with teachers' lesson plans that include real-world connections and 21st century skills. Students deliver our daily announcements. We have almost 100 clubs; many were student-initiated and faculty or staff supported. Our school motivates students by recognizing academic achievement, character, and community service through awards, school publications, and announcements.

Our school provides a positive environment that supports students' academic growth with scheduled teacher office hours, National Honor Society peer tutoring, and staff provided standardized test remediation.

Our "whole-school lunch" program, which allows students to spend time with students and staff of their choice, supports students' social growth with friendships across grade levels and student access to positive adult mentors on campus. Our annual, school-wide Marathon Dance allows students to socially engage while supporting community organizations. To support students' emotional growth (including mental health) our school hosted Challenge Day and Rachel's Challenge with team building activities that allowed safe places for students, staff, and teachers to share their life experiences. We have Wildcat Corner for in-person communication with school counselors and Silence Hurts for anonymous student concerns. The school counseling advisory committee provides an ongoing opportunity for school leaders, counselors, teachers, parents, and students to share ideas for supporting student academic, social, and emotional needs.

Our school culture creates an environment where teachers feel valued because they are given opportunities to share their expertise. Our principal organized preliminary committees to design planning documents, peer evaluations, and teacher self-evaluations before introducing these new initiatives to the broader staff. Teachers are supported in their professional growth pursuits. Staff communicate with each other about teacher awards and scholarships to study and gain new materials to use in the classroom. Department leaders share opportunities to serve on standards committees, attend summer sessions, and participate in county-wide training's. School leaders make it possible for teachers to pursue National Board Certification and Advanced Placement Test Reader Positions. Our "Welcome Train" emails and Teacher Mentor Program welcome and support new hires. Meals and gifts from school leadership, the Parent Teacher Student Association, the Student Council Association, and grade levels support teachers during the year. School-wide emails share staff members' challenges, medical and otherwise, so that others can send cards or provide meals. Recently, our staff provided meals, lunches, and gift cards for a staff member whose wife was in the hospital. Our principal's Weekly Dispatch includes a section for staff commendations.

2. Engaging Families and Community:

Community involvement is an important element in DRHS's success. The Center for Information Technology and our school counseling department utilize Advisory Councils to solicit feedback and facilitate improvements. These bodies are comprised of teachers, administrators, students, parents, and community representatives. The CIT used input from their Advisory Council to revise courses during the 2016-2017 school year, and two new courses will be introduced into the curriculum in 2018-2019. The School Counseling Advisory Council was presented with questions about tracking students' needs as well as responsive services to identified mental health concerns within our student body. In response, School Counseling overhauled how students can contact their school counselors by using technology, and renovated an underutilized space in their office that has been rebranded into the Wildcat Corner. This space features a student-painted mural and offers students a place to go for support any time of the day.

The Student Council Association also works closely with members of the community to provide meaningful and engaging activities for our students. During the Homecoming festivities, the local YMCA and Henrico County Sheriff's office help the SCA to ensure safe spaces for parents, students, and future Wildcats to gather and watch the brightly-decorated floats pass by. SCA also works closely with CIT, JROTC, and other clubs and teachers to bring in many toys, clothing items, and bikes for the Henrico

Christmas Mother program. It is common for the Deep Run community to bring in thousands of dollars' worth of gifts and canned goods. Without cooperation amongst these groups, these community events would not be possible.

One of Deep Run's banner events has been the Marathon Dance, a 27-hour long fundraiser that depends on faculty and parents working together to provide supervision and support prior to and during the dance. Parents help coordinate the volunteer efforts that keep the dance going. Many local businesses provide monetary, food, and product support, as well as allow our students to hold planning fundraisers in the months leading up to the dance. DRMD gets support from groups such as the Tuckahoe Emergency Squad, ensuring the safety and comfort of student dancers. Of course, the most important piece of DRMD is the students, who feel supported by all these community elements to give up countless hours to raise money for the organizations that most need our help. This common thread of support underscores all efforts undertaken by Deep Run High School.

3. Professional Development:

Our approach to professional development is aligned to the four critical cornerstones of our school district (student safety, academic progress, closing gaps and relationships) and is determined by a collective voice. We use data from student and staff surveys to determine what skills teachers need to acquire or refine in order to improve learning outcomes. It is effective because it is personalized and relevant.

The bulk of our professional development occurs in professional learning communities in which all faculty and staff participate. These PLC's meet eight times a year during which teachers learn new skills, put them into practice and return to the same communities for feedback and reflection. They are led by peers and participants have the freedom to choose based on their professional learning needs. Because teachers, school counselors, library media specialists, and administrators all attend and participate, there is a strong sense of connectedness throughout the building. The focus is not merely on sharing, rather developing. Topics have included: the effective use of Google apps in the classroom; Internet based applications to gain formative feedback to drive instructional needs; mindfulness techniques that reduce the stress levels of educators and their students; innovating instruction using our Learning Management System, Schoology; the importance of and how to use formative assessments for individualized instruction; engagement strategies in the classroom; Breakout EDU's, implementation of passage-based reading, G Suite by Google Cloud, effective use of rubrics, how to teach collaboratively in the exceptional education environment; how to read, revise and adjust education strategies based on testing benchmark scores and more.

At Deep Run, deeper learning occurs through collective strategies. Throughout the year teachers observe their peers in and outside of their content area in order to capture best practices and implement them in their own classroom. In addition, teachers meet monthly for horizontal and vertical articulation and collaboration. New teachers receive additional support by working as a team with a mentor to foster a smooth transition.

Teachers also attend off-campus seminars and workshops. Some of these include a full day district-wide content focused PD in the fall, AP Institutes and a summer conference named TeacherFest which is a daylong gathering of Henrico County secondary teachers who are driven towards mastery in their craft.

Because professional development at Deep Run is varied and responsive to the needs of its educators and students, it builds trust, relationships, and provides the tools needed for success.

4. School Leadership:

Our principal's leadership philosophy values our school as a shared product. Our principal first consults stakeholders before introducing new initiatives. The school is structured with one principal, who oversees the whole school, one associate and three assistant principals, and administrative aides, who have roles overseeing departments and programs. Each works with an assigned counselor to support designated students. Our leadership team includes: department leaders; guidance and specialty center directors; and instructional technology and library resource teachers. Leaders communicate information to stakeholders,

who respond by sharing ideas and concerns.

School leaders, who compiled our policy handbook, ensure that policies focus on student achievement. Our retest policy allows students to remediate and retest for up to the minimum passing score. Relearning gives students foundational content, skills, and confidence. Our attendance policy requiring documentation for tardies and absences encourages students' presence so that they do not fall behind. Our senior exam exemption policy motivates students to achieve requirements in order to be eligible.

School leaders ensure that programs they oversee focus on student achievement. Our Passage Based Reading Program, which requires systematic SAT-style passages and questions in all content areas, has increased our SAT Critical Reading Mean Score by 57 points. The Cooperative Work Experience Program builds student skills for meaningful vocational work. Our Advanced Placement (AP) Program offers nearly 20 courses and exams so students can achieve college credit.

School leaders promote relationships that focus on student achievement. Our Advisory and Whole School Lunch allow for staff to mentor students and help them achieve. Best Buddies Club pairs students with disabilities with non-disabled peers, creating an inclusive culture where all students involved gain communication skills and understanding. Peer Mentoring and the Student Organization for Developing Attitude pair upperclassmen, who build leadership skills, with freshmen and soon to be high school students, who gain confidence. Leaders such as our specialty center director build relationships with community partners who offer internships for students, opening doors for employment.

School leaders ensure that resources they manage focus on student achievement. The nearly $4000 spent on local AP training contributed to higher AP science and history scores. Funds spent and teachers designated for Math Remediation Tutoring have increased our pass rate on standardized tests. Subject-specific classrooms (ex. science lab assigned for chemistry) benefit students with hands-on learning opportunities. Smart Boards and equipment provided to teachers help them plan interactive and engaging lessons for student success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

A review of our school's past quantitative data indicates that our students perform exceptionally well on standard measures of achievement when compared to all groups and perform at level with our peer groups (like demographics). However, a deep examination of all academic measures reveal areas of weakness for our students of achievement typically associated with critical reading comprehension skills.

Beginning in the fall of 2013 Deep Run implemented school wide Passage Based Readings (PBR'S), where each content area will conduct one in-class reading comprehension passage per each 9 weeks in each class (7 classes x 4 reading comprehension exercises= 28 per year, 112 over four years) for every student. Accommodations were made for students that have an IEP to help all of our students achieve success with this school wide initiative.

Passage Based Readings were implemented to help improve our student's reading comprehension strategies and help students develop critical thinking skills. PBR's were also selected to help our school increase SAT scores and close our existing achievement gap between our African American students and our white students. Our current data has shown us that we have done good work to close our Achievement Gap in critical reading amongst or White and African American students we are also evaluating all of our sub groups and their growth.

Since implementation, our four year SAT Critical Reading Mean has increased in all of our school sub groups. While the SAT changed during the four years of our data collection, we did see increases in our mean scores with all of our sub groups each of the four years. Prior to Passage Based Readings our 2013 sub group Critical Reading Mean was 546 for our White students, 592 for our Asian students, 488 for our African American students, and 550 for our Hispanic/Other students. After four years of Passage Based Reading implementation our final 2017 Critical Reading Mean scores were 602 for our White students, 618 for our Asian students, 574 for our African American students, and 602 for our Hispanic/Other students.

Passage Based Readings has been successful in improving all of our students Critical Reading skills as our SAT, AP, and State Standards scores show. While we may not have closed achievement gaps in our sub groups but we did see major growth in all of our sub groups and reinforced a skill that will carry them throughout their academic and everyday life.