

U.S. Department of Education
2020 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. Sylvia M. Lambert
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Bob Jones High School
(As it should appear in the official records)

School Mailing Address 650 Hughes Road
(If address is P.O. Box, also include street address.)

City Madison State AL Zip Code+4 (9 digits total) 35758-8737

County Madison County

Telephone (256) 772-2547 Fax (256) 772-6698

Web site/URL https://www.madisoncity.k12.al.us/bjhs E-mail slambert@madisoncity.k12.al.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. Edwin Nichols E-mail ed.nichols@madisoncity.k12.al.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Madison City Schools Tel. (256) 464-8370

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Timothy Holtcamp
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	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	233	226	459
10	268	218	486
11	222	218	440
12 or higher	222	210	432
Total Students	945	872	1817

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1.4 % American Indian or Alaska Native
 - 8 % Asian
 - 19.3 % Black or African American
 - 6.8 % Hispanic or Latino
 - 0.4 % Native Hawaiian or Other Pacific Islander
 - 61.4 % White
 - 2.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 5%

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, 2018 until the end of the 2018-2019 school year	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	49
(3) Total of all transferred students [sum of rows (1) and (2)]	88
(4) Total number of students in the school as of October 1, 2018	1811
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Afrikaans, Amharic, Arabic, Athapascan, Bengali, Chinese, Dutch, Farsi, French, German, Gujarati, Hindi, Hungarian, Igbo, Italian, Japanese, Korean, Marathi, Portuguese, Romanian, Russian, Spanish, Sundanese, Swedish, Tagalog, Tamil, Telugu, Turkish, Vietnamese, Yoruba

English Language Learners (ELL) in the school: 3 %
48 Total number ELL

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 300

8. Students receiving special education services: 7 %

129 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>18</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>32</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>72</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

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

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	104
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

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 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	98%	98%	99%	98%	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 2019.

Post-Secondary Status	
Graduating class size	446
Enrolled in a 4-year college or university	64%
Enrolled in a community college	12%
Enrolled in career/technical training program	12%
Found employment	4%
Joined the military or other public service	4%
Other	4%

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

Yes No

If yes, select the year in which your school received the award. 1992

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

To prepare productive citizens who think critically, communicate effectively, and use technology confidently and intelligently to facilitate lifelong learning.

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

Bob Jones High School is located in Madison, AL. Madison is located between Birmingham, AL, and Nashville, TN. Madison is a newer community and consists of approximately 50,000 residents and is a professional/suburban/technical/Industrial community. What started as a very rural community that has grown into a residential suburban area outside of the city of Huntsville. The families that reside in Madison are mostly white middle class on the socio-economic scale with about 20% being of low socio-economic status. Students are quite involved in the community as we have a number of churches and civic organizations that provide our students with opportunities for leadership and service. We are situated just next to the Huntsville/Madison Airport which contributes to lots of business and industry in the area. Bob Jones is one of the two high schools in our system and is one of the largest and most competitive in the state of Alabama.

The key strategies used within the school that encourage and challenge all students to develop their full potential are numerous. Academically, students have varied options for classes as well as for ways to apply their learning to the real world. These engagement opportunities, from video game design classes to law and society classes, provide ways for our students to learn from experiences and develop varied leadership skills. For emotional and social support, we have enrichment counselors (in addition to our regular counselors) for students who struggle and may need to talk to an adult to help them manage emotions; S2S students, a group who supports students who are new to the school or who have parents in the military; and the Patriot Support Team, a group of teachers who meet to discuss students who are struggling academically or behaviorally. Physically, our building offers spaces for students to relax during their lunch break, with a commons area with soft seating, high-top bistro style tables, and benches. This arrangement lends a “college vibe” to certain parts of the school and allows students to spread out during lunch and interact with their peers rather than sitting on hard cafeteria stools every single day. Culturally, our school community is diverse and mobile; 31 languages are spoken at our school. Part of the reason our student body is so mobile is the large number of military connected families who are part of our community. The diversity of our building allows students to learn from various cultures since so many of their peers have either lived abroad with the military or have family who live across the world.

An innovative program our school has created is what we call Patriot Path. After our most recent accreditation process (AdvancED), our district was challenged to ensure that students have an adult advocate other than their current teachers during their time at school. A team of faculty, students, and parents traveled to Stanford University to participate in a program called Challenge Success. The conference prompted thinking that would ultimately lead to Patriot Path because we wanted to find ways to support our students and help them avoid the damaging effects of academic stress. Patriot Path has become so much more than just an activity block because it allows individuals spanning from AP classes to the most reluctant students an opportunity to de-stress as they step away from the pressures of class. Our primary focus in the creation and implementation of this initiative has been to develop relationships between students and faculty. We offer sessions related to ping pong, knitting, slime-making, study sessions, corn hole, puzzles, quiet spaces to read, chat rooms, and numerous other offerings that all have the same objective: giving students an outlet to relax, recharge, and make meaningful connections with their peers and teachers.

Having previously won this award in 1994, our school has benefited from this recognition in helping to make this school a place that people seek out, moving to our district for the sole purpose of attending our school. Since winning this award in 1994, the school has seen much growth academically, as we now offer 31 Advanced Placement and 32 honors courses, and recently ranked in the top three percent of public schools in the nation by U.S. News & World Report. Our ACT and SAT scores have continuously, and we consistently have the most National Merit Finalists in the state. Our curriculum is relevant, rigorous and demanding, so our students are challenged in the classroom by teachers who are well trained in their disciplines and know the appropriate strategies to use to help students learn and elicit their best work. Our faculty and staff also invest themselves in the lives of our students and help them understand their value and their potential to make a huge difference in our world.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our overarching philosophy at Bob Jones High School across all subject areas is that all students have an ability to learn and succeed. We strive to meet students where they are, and assist them in achieving their goals beyond their time here. Our approach is simple - great instruction for all. Our teachers work diligently to stay abreast of research-based instructional strategies that reach all ability levels. Teachers differentiate instruction to meet the varying needs and diverse population of our student body. Assessment is a focus, whether it be formative or summative. Teachers use soft data in class, and we use PSAT, ACT, and PreACT data to drive our instructional strategies and practices. We believe our assessment should match our instruction. We believe so strongly in the power of assessment, that we made it our professional development focus for school year 2019-2020. Forming, building, and sustaining relationships further enhances our success by helping our students realize they are important and we care about them and their future beyond academics.

1b. Reading/English language arts

The English Language Arts department uses a writing curriculum entitled C-D-C, or Claim-Data-Commentary. Students are instructed to begin with a claim. This is the central argument or thesis to the paper. Students use a claim, then smaller, supportive claims to prove their thesis statement. The smaller claims will help make the larger claim more manageable. With data, students are encouraged to use text evidence in the form of quotes, and paraphrases to help support their claim. This helps students sharpen the skill of using information in the text to support their writing, which will be used well beyond high school. Finally, commentary is the student's writing that explains how and why the quotes and paraphrases prove the claim to be true. This formula is in every classroom within Bob Jones High School. This approach was chosen by teachers in a committee that addressed a district-wide need for writing instruction. We saw a need for students to be prepared to write in an academic setting. We wanted to introduce a simple, yet effective way to learn how to write by using evidence incorporated with opinion. We knew that this was the type of writing our students would use in the workforce, junior college, and college. By using this method in not only English class, but other classes as well, the students are equipped with a writing skill set they can use in post secondary instruction, and feel confident in how they write. We provide an on-level and advanced option for English in grades 9-12. We also offer Advanced Placement English Literature and Advanced Placement English Language. Our English department also uses various texts from multiple genres to expose students to themes, characters, ideas, settings, and situations to best prepare students for literary analysis. Teachers in this department consistently incorporate grammar into everyday tasks to continually practice and apply important rules that will carry beyond the classroom. Students are also asked to write a research paper, while learning and mastering the entire process.

1c. Mathematics

Our math department spans from beginning level algebra to college level calculus. Within this scope, our teachers are prepared to meet students at their level, incorporate skills, and help them achieve their goals within their math classes. We also have skills labs for those students who need to fill gaps, and dual enrollment opportunities for students beyond the level of calculus we provide. Recently, we have re-routed our math curriculum as a state. We saw a need for more probability and statistics in instruction and have incorporated Algebra with Probability and Geometry with Statistics for all 9th and 10th graders. We will also offer Math Modeling and Finite Mathematics to our students for the 2020-2021 school year. We also have math team level classes for Geometry, Algebra II with Trigonometry, and Precalculus. Our math teachers use essential questions that guide curriculum maps that allow the students to see where they are in the course, and where they are going. Our teachers strive to incorporate real life situations in their classes to help students associate the importance of application. Our Analytical Math class builds a roller coaster for a theme park from the ground up. They apply skills not only in algebra, geometry, and statistics, but have to

present their project to a panel of “buyers” at the culmination of the project. Our Algebra with Finance students also use everyday math to budget a “life” that is given to them. The students in our biomedical and health science academies use the skills obtained in their math courses to help solve problems in the medical community. Our engineering academy works closely with our math department to explore engineering theories and projects in civil engineering to architectural design. Students assist other students through peer tutoring in our Mu Alpha Theta honor society. The teachers in the math department build relationships with their students throughout their time at Bob Jones. With this being established, students feel safe and comfortable in trusting their teachers’ recommendations for the best classes to help prepare them for their future endeavors.

1d. Science

Our science classes can be found in the laboratories most days. Our science teachers insist the students get to explore the questioning behind science through experimentation. Our teachers use the 5E method of science instruction. Engage, explore, explain, elaborate and evaluate/extend/accelerate. This type of instruction is primarily student led and inquiry based. The teacher is the facilitator, and guides students through questions, investigations, experiences, and research. By using this method, students arrive at a deep understanding of fundamental scientific concepts. Each level of the stage builds on the previous level, creating a coherent concept throughout lessons and units. Vocabulary is defined as concepts are explained, which helps create a foundation of academic vocabulary and comprehension. Students also evaluate their own learning. Research shows that metacognition (thinking about thinking), their depth of learning increases. The scientific research strategies are also incorporated in science instruction. These strategies include questioning, research, hypothesis, experiment, results, conclusion, and communication. Although these skills are introduced in most science classes in the primary grades, high school uses class time to refine these skills and apply them to laboratory situations. Students are able to see the skills in action as they explore scientific concepts. We offer a wide variety of science classes for our students including physical science, biology, chemistry, genetics, marine biology, environmental science, Advanced Placement Biology, molecular biology, Advanced Placement Environmental Science, Advanced Placement Chemistry, honors chemistry, forensics, physics, and astronomy.

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

Our social studies department also incorporates the CDC writing method heavily in their classrooms. By using this skill with social studies text, students are able to see the versatility, and practice using different types of evidence to support their thesis. Our teachers often use DBQ, or document based questioning. This instructional strategy asks the students to analyze a historical document, and use the document to support their thinking while writing an essay. These skills combine to teach students to better make decisions and support those decisions with their own thoughts. Using historical documents shows the students how history can and will repeat itself. The ideas found in these documents echo many ideas of our current climate, and this method allows students to see this. All of our seniors are required to take a civics exam in order to graduate. The exam is composed of about 80% questions from the citizenship exam, and 20% from Alabama history and government. This exam is a culmination of their civics education, which begins in kindergarten. We are proud to offer world history, Advanced Placement world history, early US history modern US history, government, economics, Advanced Placement human geography, Advanced Placement European history, Advanced Placement US history, Advanced Placement psychology, psychology, and sociology.

1f. For secondary schools:

Bob Jones High School has a track record of working with education and workforce leaders at the national, state, district, and school levels to ensure that students graduate college and career ready. Currently, we have twelve career academies within our school that offer courses from building construction to hospitality and tourism. Each career academy provides students with internships and opportunities that provide hands-on experience. It is our goal to ensure all students have the academic, technical, and employability skills they need to be successful in postsecondary education and the workplace.

Our curriculum supports college and career readiness within each class. Our classes include instruction that incorporates skills that can be used beyond the classroom. Writing skills, reading comprehension, everyday math, and exploration/analyzation are used almost every single day in each of our classes. We also have various academies that allow students to explore areas of interest that may lead to future college and career decisions. Our academies include Computer Science, Engineering, Teaching and Learning, Hospitality and Tourism, Biomedical, Health Science, Building and Construction, AFJROTC, Business, Publishing, and Banking. The academies allow students to take an internship their senior year within their academy of choice. These internships provide real life, situational learning. Students are able to apply the skills they learned throughout their coursework in real time. Within these academies, students are able to earn industry level credentials such as ServSafe, OSHA certification, Adobe Publishing, Pharmacy Technician, Emergency Medical Technician, Bank Teller, Manufacturing Production, Quality Assurance, Virtual Manufacturing Badge, Microsoft Office Specialist, JAVA, and Network +. Students are also able to enroll in our cooperative work-based learning classes. In these classes, students are able to earn career technical education credit through gaining experience through their job in the workplace.

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

2. Other Curriculum Areas:

Fine Arts are highly encouraged at Bob Jones High School. Students of all grade levels participate in art shows, drama and theatre productions, chorus ensembles, and band. Students not only display their talents in the classroom, but also display their talents to the community after school hours. Our fine arts program continues to be one of the top in the state.

All students are required to take a physical education and health class at Bob Jones High School. Students are encouraged to get outside and learn the benefits of a healthy lifestyle. The many benefits of nutrition are also experienced through our health science program. We provide internships and hands on experience for students to understand what a healthy lifestyle is, and how to maintain the lifestyle after high school. Last month all health science students held a heart smart breakfast for all faculty, and next month health students will be presenting on how to maintain a healthy lifestyle and diets that are not healthy.

Five foreign languages are offered at Bob Jones High School. All students are encouraged to take at least one foreign language. Last year, we had over 60 students who received the Madison City Seal of Bi-literacy, which consisted of students taking rigorous coursework. Our foreign language department holds several events such as international festival, culture day, and patriot paths to encourage students to get involved with our foreign language program.

Students are involved in computer science, video game classes, library clubs, and multimedia design classes. Our students are involved in all parts of technology from developing the school dashboard to participating in the library club. Our library is located in the center of our school, and students are encouraged to work on their online studies, practice the ACT, or read a book. Technology is essential to our school and teachers are highly encouraged to use it in the classroom daily.

Bob Jones High School currently has two mental health counselors that provide life skills to any student that may be struggling inside and outside of the classroom. All faculty and staff have an open door policy and relationships are key to student success. We believe every interaction with students is important, and relationship building is what makes our school unique. All students are encouraged to reach out and help others, and to uphold strong character value, whether it is inside or outside of the classroom.

The Engineering for Tomorrow (E4T) Academy is a four-tiered sequence of courses. The academy offers: Introduction to Engineering Design, Principles of Engineering, Civil Engineering and Architecture, and Engineering Internship known as Research and Design. A new component, the GreenPower USA Formula Racing Team (PATRIOT RACING), took the Academy to the next level. GreenPower has allowed us to link education, industry, and community through inspirational engineering projects. Our teachers have developed an amazing network of industry leaders who are willing to provide our students with semester and year-long internships in various engineering fields. This promotes hands-on experiences and problem-solving skills in

the classes that will prove invaluable to students who pursue STEM and STEAM-related careers.

Our character building curriculum, Patriot Path, exists to develop and deepen relationships between students and faculty. Our focus is that every student has a connection/relationship with an adult in the building through weekly sessions containing up to 90 options in which students choose sessions related to career preparedness, character building interests, testing and tutorial opportunities, or basic life skills. Patriot Path has become so much more than an activity block because it allows our students, from AP-level to the most reluctant, an opportunity to de-stress as they step away from the pressures of class. Over time, our main focus has become more than helping students to de-stress or have an activity block. It is about developing marketable skills such as leadership development, relationship building, project development, and networking with community partners through student-to-student, student-to-faculty, and student-to-community connections.

3. Academic Supports:

3a. Students performing below grade level

Students who perform below grade level are addressed with classroom group instruction, as well as tailored individual instruction. For example, if a student is struggling in math, peer-to-peer tutoring services will be provided. We know that students often learn best from one another, so this is a way that we provide an alternative route to make sure the student is receiving the instruction they need. Students may also utilize Patriot Path, a creative hour where students are encouraged to meet with their teachers if they need help in any academic area. We also provide online tutoring for students, as well as a counselor support team.

One key piece of the counselor support team are the academic and mental health counselors. Each nine weeks, students are identified who are at or below passing. Students meet with their academic counselor, and a powerful conversation is held in regards to reasons they are falling behind, and strategies they may use to address the situation and get back on track.

Many times we find students are needing more than just academic help. We find that often students are struggling with mental health issues, as well as family issues. We currently have two mental health counselors on staff to help students deal with the issues at hand so they can be successful on the academic side. Last year a student was struggling in her classes, and we later discovered that she was serving as the caretaker for her mother who was battling cancer. Once we began to provide wrap around support services for the student, her grades increased drastically, as well as her mental health. At Bob Jones, we look at all areas of our students and make sure we provide tools for them to be successful.

3b. Students performing above grade level

Students that perform above grade level are encouraged to elevate their learning through various ways. One way Bob Jones addresses students that perform above the achievement gap is that we encourage students to participate in dual enrollment and advanced placement (AP) courses. Students are also encouraged to participate in clubs and activities at all levels. Students also perform at high levels in national competitions such as National Math competitions and Chess Team competitions.

3c. Special education

Teachers collaborate and develop a plan for each student. If improvement is not made within a specified period of time, the team will review progress and current data to recommend further intervention strategies. Each student has a wrap around support team and meets frequently with their individual case manager. The case manager provides additional support outside of the regular classroom, as well as frequent contact with parents.

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

Our ELL students have the opportunity to enroll in self-contained English classes taught by an English/ELL certified teacher. General Education teachers collaborate with the ELL teacher and parent to develop a plan for each student. If improvement is not made within a specified period of time, the team will review progress and current data to recommend further intervention strategies. All students have a wrap around support team that meets frequently with their individual case manager. The case manager provides additional support outside of the regular classroom, as well as frequent contact with parents.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The school engages and motivates students by constantly celebrating success, which provides a positive environment as all students are celebrated for their strengths and growth areas. The principal makes daily announcements where student achievement is always mentioned, regardless of if it's the future valedictorian's success in a scholar's bowl tournament or a JV baseball player and his homerun from the previous day's game. The principal and administrative team are regularly seen in the halls, greeting students by name and asking them about particular things they are involved in. Students are also celebrated through social media posts, articles in the local newspaper, visits from the superintendent for many other various accomplishments, such as when they sign with colleges for athletic teams, when they create a buffet spread in their culinary class for visiting dignitaries, when they are named student of the week in their math class, and so many other big and small ways. By knowing the students, knowing what they're involved in, and celebrating those successes in a public space, the school is able to create a positive environment that aids in our students' emotional growth. No success is too small to celebrate, because to that student, it may be the biggest thing in his/her entire year. Socially and emotionally, this attention to detail lifts students up as they feel celebrated and supported.

2. Engaging Families and Community:

Communication and collaboration is a key focus at Bob Jones High School. We use various forms of communication to reach all stakeholders-email, facebook, instagram, twitter, phone calls, and face-to-face meetings. On Sunday afternoon, the principal releases an email to all parents of upcoming events and accomplishments from the previous week. Chess players to football players are noted with the same enthusiasm to ensure that all students' accomplishments are celebrated. Also, daily announcements are made to reiterate the various successes of our students, which encourages all students to get involved in at least one activity.

Not only do our students and parents stay well informed, but community members are also encouraged to participate in activities at Bob Jones High School. We believe that student success is a shared interest between school, family, and community. International Festival, mock interviews, internships, parades, awards night, theatre plays, and after school activities are one of the many ways that we involve the community. By working together, we know that we can prepare our students for a more promising future.

3. Creating Professional Culture:

Teachers at Bob Jones are valued and supported through the way we honor their time, their knowledge, and their experience. We celebrate their accomplishments and provide opportunities for them to continue to grow. We hold monthly in-house professional development sessions where teachers spend 45 minutes of their planning learning about various educational topics ranging from data collection to success criteria to student engaged assessments. Teachers are given new strategies they can use in their classrooms as they learn about these concepts. The strategies teachers learn are simple yet effective, and these strategies are ones that teachers can turn around and use immediately. By providing teachers with this kind of useful information, we honor their time and provide them with support in their classroom. We feel that professional learning should be readily available to all teachers in their own building, but we are also firm believers in getting our teachers out of their classrooms to meet other educators across the state and the nation. We provide funding (through grants and an instructional budget) for our teachers to attend conventions and conferences specific to their content or areas of interest. Not only is professional learning a way we support our teachers, but we value their input and the experiences they have as well when we make decisions about how the school is run and what instructional supports they need. Our system has two collaborative half days each semester, and teachers are given time to work with their departments and discuss their needs. Teachers are given this time because it is important to us that they have the space and time to vocalize what they need to be successful in the classroom. Our teachers have years of experience and their voices matter in the day-to-day operations of the building. By valuing their input and seeking out their opinion, we become a better

school because of the knowledge they bring. We also celebrate our teachers and the many successes they have. Whether it's delivering nameplates and "stars" to our newly minted National Board Certified Teachers' classrooms or providing small surprises like treats or classroom supplies, we want our teachers to feel loved and respected every day.

4. School Leadership:

The principal at Bob Jones believes in the servant-leadership model when guiding teachers and students every year. She believes in learning, communication, compassion, equity, and hope. She is in tune to her faculty and students and champions them in what their strengths are. The principal notes what a teacher's passion is, then empowers that person by encouraging the individual to step forward and lead. The principal, along with the assistant principals, encourage teacher leaders to share their experiences and expertise. And the same is true of the students -- many times when guests and dignitaries visit our school, administrators put together a student panel to speak. Rather than a team of adults talking about how great the school is, the students take this on, speaking from the heart about their experiences and what they have learned and participated in while at school. By encouraging and empowering teachers and students, the principal and assistant principals are nurturing those relationships by highlighting individuals and their strengths. Being in tune with the people in the building is the key to developing relationships, which in turn is key to developing a successful environment.

Our assistant principals and instructional partner model the same philosophy as the principal, where they spend time in the classrooms observing the process of teaching and learning. This builds trust and support for teacher development and allows for feedback in areas of strengths and weaknesses through observation and dialogue. They are able to provide best practices resources while allowing for reflection and collaboration that promotes continuous improvement of all learners and impacts student achievement. They share leadership by collaborating with teachers to evaluate issues related to curriculum, instruction, and assessment to work together towards school improvement.

Department chairs also contribute to student achievement by mentoring new teachers and providing access to resources for their team of teachers. Along with the department chairs, teachers receive support through the instructional partner, who leads monthly professional development and works closely with new teachers, helping them polish their craft and establish consistent good practices. The monthly professional development sessions ensure teachers are up to date on the latest best practices, which the teacher will then use in the classroom to provide solid instruction to their students. When teachers are provided with support, it only strengthens them in their knowledge and confidence, allowing them to be the best they can be for their students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to the school's success is the amount and quality of professional learning that is offered to teachers on a monthly and daily basis in the school. Teachers are taught subjects covering social emotional learning, best classroom teaching practices, assessment studies, and other topics that directly impact the instruction they provide to their students. By having consistent, quality professional development offered in-house, teachers will be able to collaborate with each other on their practices and what they learn and how they make it work in their classrooms. The professional development that is offered contains information that has been researched and can be directly used in the classroom that very day, if the teacher so chooses to. Most recently, teachers took an entire semester to study the components of a good assessment. They looked at the qualities of good assessments and then worked within their departments to "dissect" their own tests to see how strong their assessments were and then, in turn, what information they were taking away from them. By offering professional development like this, it gets teachers to reflect on their practices and adapt, strengthen, and rethink some things they do if they discover that there is a more efficient or effective way of doing something. Ultimately, the practice of consistent professional development impacts student achievement because the sessions will always have the students at the core of it. Along with monthly professional development, teachers also have access to one-on-one "coaching" in the building. If a teacher would like further instruction or would like for someone to observe his or her classroom and offer feedback, the instructional partner is available to assist in this way. The importance the school places on professional development and continuing that development with ensure the students in this building receive the best instruction and care they can get. Our teachers strive to create life-long learners, who constantly reflect, think critically, problem-solve, and build character by developing lessons that center on relevant, everyday concepts. Our teachers foster an environment that supports students in developing a deep love and respect for themselves and others through relationships, and by providing our teachers with the time and space to learn and collaborate with each other, we support all levels of individuals in the building.