

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[X] Choice

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

Official School Name D'Evelyn Junior/Senior High School
(As it should appear in the official records)

School Mailing Address 10359 West Nassau Avenue
(If address is P.O. Box, also include street address.)

City Denver State CO Zip Code+4 (9 digits total) 80235-1400

County Jefferson County

Telephone (303) 982-2600 Fax (303) 982-2601

Web site/URL https://develyn.jeffcopublicschools.org/ E-mail Josh.Griffin@jeffco.k12.co.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* Kristopher Schuh E-mail Kristopher.Schuh@jeffco.k12.co.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County School District No. R-1 Tel. (303) 982-6500

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 Ms. Susan Harmon
(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):
- 105 Elementary schools (includes K-8)
 - 19 Middle/Junior high schools
 - 26 High schools
 - 9 K-12 schools
- 159 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	93	110	203
8	93	109	202
9	92	86	178
10	77	95	172
11	64	77	141
12 or higher	59	81	140
Total Students	478	558	1036

*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):
- 0.3 % American Indian or Alaska Native
 - 10.7 % Asian
 - 1.2 % Black or African American
 - 11.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 72.2 % White
 - 4.2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 2%

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

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

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	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2018	1021
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Spanish, Lithuanian, Chinese, Mandarin, Vietnamese, Italian, Japanese, Korean, Indonesian, Russian, German, Gujarati, Czech, Pashto-Northern, Malayalam, Polish, Khmer, Farsi-Eastern, Greek, Turkish, Nepali, Thai, Portuguese, French, Sotho-Southern, Hindi, Portuguese

English Language Learners (ELL) in the school: 10 %
104 Total number ELL

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 31

8. Students receiving special education services: 0 %
5 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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.	48
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 22:1

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	96%	96%	96%	96%	96%
High school graduation rate	98%	99%	96%	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	132
Enrolled in a 4-year college or university	94%
Enrolled in a community college	5%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	0%
Other	0%

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

Yes No

If yes, select the year in which your school received the award. 2004

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

D'Evelyn Junior/Senior High School is a liberal arts, 7-12 option school program with high academic and behavioral expectations for all students.

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

Option school - students are enrolled based on a lottery system with priority for residents of Jefferson County. Students that complete 6th grade at Dennison Elementary School are given 1st priority for our 7th grade, followed by siblings of current students, children of D'Evelyn staff, and then at-large county residents.

PART III - SUMMARY

Open since 1994, D'Evelyn Jr./Sr. High School serves approximately 1,000 students grades 7-12 as an option school in Jefferson County, a suburban county west of Denver, Colorado. As stated in the D'Evelyn Founding Document (DFD), D'Evelyn was founded "on the belief that all students, not just an elite group, should be held to rigorous academic and behavioral standards, and that all students can achieve in a challenging program." Because of our foundational belief that all students can achieve in an academically and behaviorally rigorous environment, enrollment is based entirely on students continuing from Dennison Elementary School, younger siblings of current students, and a lottery. These students then receive "a solid liberal arts education [that] is required in order for all citizens to be effective participants in their communities" (DFD). All D'Evelyn students receive a common, foundational education in English (classic literature, grammar, and analytical writing), Social Studies (geography, world and American history, and government), Mathematics (Algebra through Calculus), Science (Biology, Chemistry, and Physics), foreign language (Spanish, French, or Latin), and Fine Arts (visual, musical, or theater). Our founders believed that a developed mind is the springboard for a fulfilling life, whether the student chooses to pursue a trade, travel, or college.

When D'Evelyn first opened its doors, we were truly unique in our pursuit of a classic liberal arts education through our prescribed, scaffolded, and aligned (both vertically and horizontally) curriculum created from textbooks, original sources, and literary texts. Over the past 26 years, many educational philosophies and priorities have come and gone, yet D'Evelyn has stayed true to the original established curriculum. Few adjustments have been made due to changes in textbooks and availability of classic texts, and yet D'Evelyn students continue to lead the state of Colorado in state CMAS testing, MAP, ACT and SAT, graduation rates, and college remediation rates. In each of the past 19 years, D'Evelyn juniors have earned the highest average scores among all Colorado public, non-charter high schools on college admissions tests as administered in Colorado. From 2002 - 2016, D'Evelyn juniors earned the highest average ACT score among all public, non-charter schools in Colorado, and from 2017-2019, D'Evelyn juniors earned the highest average SAT scores among the same group of high schools. Recently, for the second consecutive year, D'Evelyn was recognized by US News and World Report as the top high school in Colorado, and this year, the publication recognized D'Evelyn as the #42 high school in the United States.

Bucking the trend of many schools, D'Evelyn does not offer any test preparation classes, and our day-to-day instruction remains focused on students learning and applying our content-rich curriculum. In addition to a content-rich curriculum, D'Evelyn raises expectations in our hiring process, as we require not just a teaching license, but a Bachelor's or Master's degree in the subject they teach. Teachers, therefore, are not just curriculum deliverers, content managers, or data analyzers. Rather, they exemplify how we are to approach our disciplines with the excitement and passion of a content expert.

Rather than allowing each student to determine their own texts and assessment styles, D'Evelyn was established under the pretext that community and common ground are prerequisites for safety, confidence, and learning opportunity. Therefore, we require all students to read common texts, discuss them--often using the Socratic methods in discussions and lessons led and designed by our teachers, and write analytically about them. Our traditional, whole-group, teacher-led instructional model is supported by a fully scheduled day (no off periods) and a required 7th Hour, an extra period during the day where students can receive additional academic or social/emotional support, or utilize time to complete their homework assignments. Finally, D'Evelyn also employs a closed campus where all students eat lunch at school, which greatly encourages students to stay focused on their learning.

We believe that students do not only need a strongly aligned curriculum that has withstood the test of time and delivered by content specialists. Students also need strong parental involvement, space and time to complete assignments outside of school, and positive extracurricular activities. D'Evelyn is governed by a Steering Committee, made up of parents, teachers, and the principal, whose role is to hold our great institution on the philosophical course laid out to us by our founders 26 years ago. Parents also serve on hiring committees and curricular reviews. D'Evelyn's success has always been, and will always be reliant on students, teachers, and parents working together to prepare these students to thrive in successful contribution

to society as highly functioning adults.

D'Evelyn students have many extracurricular opportunities, including 19 varsity sports and over 30 student clubs and organizations. For 8 of the past 10 years, D'Evelyn earned the Jeffco Public Schools Steinmark Award, recognizing the school as the premiere athletic institution in the Jeffco 4A conference. Additionally, in the past five graduating classes, over 40 student-athletes have gone on to compete at the Division I, Division II, Division III, and NAIA level in athletics. Over 90% of D'Evelyn high school students actively participate in at least one sport or activity during their tenure in the school.

D'Evelyn Junior/Senior High School earned the National Blue Ribbon School award in 2004. We continue to hang the banner of the 2004 recognition in our main entrance among other state and national recognitions. The recognition provided a positive affirmation of the school program and efforts by students, teachers, and families.

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

The D'Evelyn Program is based on the belief that all students, not just an elite group, should be held to rigorous academic and behavioral standards, and that all students can achieve in a challenging program. We believe the purpose of education is to convey an essential body of cultural knowledge to the next generation, and that a solid liberal arts education is required in order for all citizens to be effective participants in their communities.

Independent, analytical reasoning, based on objective knowledge, is an essential skill and will be encouraged throughout the program. There will be an emphasis upon year-to-year sequential continuity in the development of basic knowledge and competence, with gradually increasing complexity and requirements. A mastery of the skills and knowledge acquired through the study of the basic academic subjects is the foundation for all subsequent learning, regardless of the student's future pursuits.

There are several operating principles critical to successful implementation of this philosophy.

Good discipline and order will be maintained to ensure an atmosphere conducive to effective teaching and learning.

Courtesy and respect for high moral and ethical standards will be required, and patriotism will be emphasized.

Class sessions will meet daily for a consistent period of time on a regular schedule.

Students will remain on campus during the entire school day.

At specified intervals, each student will receive letter grades based on individual performance, in each course of study.

Teachers will have the responsibility to assign homework which is purposeful and relevant.

Assigned textbooks will be mandatory for each student in each course. In addition, other resources will be available, and the use of primary sources will be encouraged.

Parental involvement will be strongly encouraged.

For students in need of special assistance, tutoring will be available.

1b. Reading/English language arts

Our English program stresses the foundational aspects of language and its application as represented in recognized great literature of the ages. Each student, upon graduation, will have studied literature, grammar, vocabulary, and composition as the foundation of linguistic knowledge. That knowledge will be cemented and augmented by spoken and written exercises, providing the practice so essential to developing the skill of effective communication.

Great literature at one level brings insight into the human heart and thoughts, its motivations and complexity. At another level, it brings insight into the interactions and consequences of human behavior. The literature of the ages encompasses richness in vocabulary and composition and enables students to enter into and experience life circumstances well beyond those normally available in a lifetime, to say nothing of a teenager's experience.

This pursuit of excellence will continue through four years in this most central element of our educational philosophy. Students will be expected to continually increase their understanding and use of vocabulary and grammar throughout the four years. Oral and written exercises will be designed to elicit increasing sophistication of thought and structure in student product.

To adequately measure students' growth in the recognition and understanding of literary elements (e.g. structure, technique, and timeless themes of human emotions and endeavors), assessments will be primarily essay. We emphasize essay questions, because they require thorough knowledge of the piece(s) studied, and they allow students to support their observations, interpretations, and evaluations by use of citation and logical argument. The essay-based exercise requires the student to really know, analyze, and interpret the material, in contrast to simply recognizing the material as in multiple-choice testing. It also fosters the students' mastery of writing skills by the practice of writing on subjects of established and recognized value. Further, this type of exercise requires clarification of ideas and the ability to identify appropriately material necessary to support well-founded interpretations and/or positions.

Skillful reading requires immediate recognition of symbols. Reading literature filled with symbols provides a rich store of knowledge upon which to draw. The practice of reading complex texts perfects these skills".

The heavy focus on great literature, with its accompanying wealth of personal growth, recognizes that education is not simply to prepare students for jobs, but also to prepare students for life. This focus aims to '...address the whole student, his emotional and spiritual sides as well as his rational'." (DFD)

The D'Evelyn English program honors the Founding Document by placing the study of great literature as its foundation, providing students an opportunity to know the great stories and challenges of our history. The explicit study of vocabulary, grammar, and composition not only enhances the student of great literature, but supports D'Evelyn students in the development of their written and oral communication skills.

1c. Mathematics

Our educational philosophy embraces the concept that mathematics is an essential component to the development of an educated mind. The study of mathematics develops and refines the use of logical reasoning skills. Mathematics highlights and emphasizes the outcomes of logical and illogical reasoning. The disciplined approach of mathematics is readily extended to all other areas of thought providing an essential element to many occupations and further schooling, especially in the sciences. We believe that all students can succeed in mathematics, if taught carefully from effective texts. All students will be expected to complete geometry and at least two years of algebra. Additional courses will include trigonometry, analytic geometry/math analysis and calculus.

Mathematics, the ancients believed, reinforces the powers of concentration, memory, and logical thinking. These habits of the mind are essential in all areas of the curricula.

The study of mathematics stands as a mighty bulwark against the heretical and preposterous notion that there can be sound learning without concentration, memory, and logical process.'

Mathematics is the language of science without which the study of chemistry and physics, as well as all higher-level scientific study, is impossible. It has been well publicized that American students, for far too many years, have lagged behind those of other developed countries in mathematics and science achievements. In 1990, 57 percent of mathematics doctorates granted in the United States went to students from other countries. We believe that our graduates must be broadly prepared to pursue any career they desire. To that end, all will leave with adequate mathematics skills to qualify them for further studies, apprenticeships, or employment." (DFD)

As supported by the D'Evelyn Founding Document, the school adopted the Saxon Math curriculum for all students in all courses. The Saxon model is a fundamental math program that includes a spiral approach to instruction, where students are frequently reviewing to build mastery. Additionally, the curriculum

intertwines Algebra and Geometry instruction for students. We have found that the Saxon math program has supported students of all levels in math, and is particularly strong in building the skills for students to be successful in advanced levels of math.

1d. Science

Science and the scientific method are essential for understanding our world and man's place in it. The science program will be based upon what we consider to be the three "pillars" of science: biology, chemistry, and physics. These three main elements are the basic foundation to all other scientific fields of study.

Moreover, they form continuity of understanding in which knowledge from one supports and extends the conceptual framework of the others.

In addition to standard textbook course work, studies in the science program will involve laboratory work, data analysis, proof of basic laws and principles (analytically and/or experimentally), problem solving, and scientific reasoning skills which form the essence of the Scientific Method. Awareness of the nature and limitations of science, as well as its relationship to, and dependence on other academic disciplines will be fostered.

Because of the need to compete more effectively in the world marketplace, we believe that students need more time spent mastering both mathematics and science.

We need a highly literate public, scientifically knowledgeable and capable of deliberating and passing intelligent judgments on national issues such as nuclear power, environmental pollution and ecology." (DFD)

The emphasis on the three pillars of science - Biology, Chemistry, and Physics - provides each D'Evelyn student a strong academic foundation to pursue future study in science, technology, engineering, and math courses (should they choose to do so), and we find each year that many D'Evelyn students go on to pursue degrees in math and science-oriented fields.

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

An understanding of history, geography, economics, and government is fundamental to becoming an effective citizen. We believe each student must study world history as well as the history and government of the United States, in order to be able to understand and evaluate our place in the world. Similarly, current world events may be understood through the perspective of the past. History explores the politics, passions, philosophies, and economic situations that move men. Students of history are able to take advantage of the accumulated human experience of the ages, thereby gaining insight and judgments regarding past, current, and future human experiences. Courses will be taught in a carefully-planned sequence, building upon previous knowledge so students will gain greater understanding of recurring historical themes.

As Thucydides wrote many centuries ago, "History is philosophy learned from examples." Proper mastery of history demands that students know sufficient detail to provide evidence to support rationally their thoughts. A proper combination of detail-oriented and essay portions on tests will adequately assess students' command of the subject. In addition, thoughtful research paper assignments will help to expand students' horizons.

Particularly in a democratic republic, students must know about the origins of the ideas and thoughts that led to the establishment of our country. Without an informed, thoughtful electorate, the underlying philosophy written into the Constitution of the United States cannot be adequately preserved. We must prepare students for roles as active, informed citizens; to do otherwise is to disenfranchise them of their birthright." (DFD)

The D'Evelyn History program educates students in the study of the history of the entire world, thorough study of United States history, and explicit instruction in geography, political science, and economics. The

culmination of the D'Evelyn history program provides students an opportunity to complete college entry-level coursework in American Government and Macroeconomics, with the intent of preparing students for a life of informed civic engagement.

1f. For secondary schools:

College preparation demands a different skill set than career readiness. We believe that all of our graduates will have the self-discipline, content knowledge, and work ethic to thrive in whatever they choose to do after high school. Our core belief that a developed mind and strong work ethic are the keys to a happy and successful life has proven true with every graduating class. Therefore, while a few students engage with the Jefferson County Executive Internship program, the majority of our student body remains focused on foundational knowledge, reading and interpreting complex and challenging texts, analyzing thoughts and opinions other than our own, and writing as a means of thinking across disciplines.

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

2. Other Curriculum Areas:

According to the DFD, "Through serious study of the arts, each student will develop judgment and appreciation for the Arts, one of the highest creations of human effort. Armed with this background, the entire rich world of art is available for appreciation and understanding." Students attend all of their classes, including the electives outlined here, on a daily basis for 50-minute periods. We have purposefully avoided block scheduling so that students can engage with all of their disciplines and teachers daily.

While D'Evelyn offers a variety of art classes for both junior high and high school students, all high school students are required to complete one semester course in visual art, music, or theater. For visual art, students have opportunities in drawing, painting, photography (both digital and film), pottery, and jewelry that range from beginning level to AP. Our music offerings include orchestra, band, and marching band, which has won multiple state championships, and a variety of choirs. One avenue that students have to participate in the school play and musical is through an introductory theater/acting class.

Our founders wanted to ensure that our students had opportunity for physical activity, as it "is an important aspect in a balanced education. There will be a broad program of physical activities with emphasis on active participation. We perceive three methods of achieving the goal of physical education. Team sports provide opportunities for cooperation and competition. Both individual and team sports build self-image and self-discipline. Recreational activities foster better use of free time and encourage lifetime participation." Therefore, all students participate in either one semester of Physical Education or two years in a school-sanctioned sport.

Foreign language is foundational to our program: "We believe that knowledge of at least one foreign language and its culture greatly expands one's appreciation of the world in which we live. This knowledge also helps the student appreciate the English language and American culture. Studying a foreign language enhances the development of vocabulary, spelling, reading, and comprehension of oral and written expression in the student's own language. Study of foreign language is essential in a world in which international trade and travel are a reality" (DFD). While we offer Spanish and French, we are the only public, non-charter high school in Jefferson County to offer Latin. All students will complete the requisite three years of a language, though many continue all the way through AP. We offer five years of study in each language (Levels 1, 2, 3, 4, and Advanced Placement).

We emphasize utilizing technology as a tool for productivity (instead of a portal to entertainment). Therefore all junior high students take a computer applications course where they learn digital citizenship, word processing, spreadsheets, slide presentations, and typing competency skills. Students who desire to learn programming, may pursue a variety of programming classes culminating in AP Computer Science.

In our ongoing pursuit of preparing students for fulfilling, participatory lives, we also offer electives in our

core subjects, including introductory and advanced creative writing, world religions, mythology, Shakespeare, speech, statistics, psychology, philosophy, and ethics.

3. Academic Supports:

3a. Students performing below grade level

For students struggling to meet expectations, whether it be understanding course content, completing in class assignments and/or homework, or managing organization and other important learning skills, all D'Evelyn students attend 7th Hour, a daily 40-minute class period where they can get help directly from their teacher(s), connect with a peer tutor, meet with a counselor or social/emotional worker, meet with a language specialist, or simply have allotted time to complete their work. Students who need further support are referred to the Student Support Team (SST), which consists of a speech therapist, social/emotional coordinator, instructional coach, and counselor/administrator responsible for that student. This team gathers input from parents and teachers and creates next-steps to help the student get back on track. The team swings back around every few weeks to monitor each student's progress, whether or not the plan is working, and if any modifications need to be put in place. During the 19-20 school year, a Study Skills class was created for 7th through 9th grade students who have yet to learn or master organization and time management skills.

3b. Students performing above grade level

Because all students, regardless of grade-level performance, are expected to learn the same foundational content, those performing above grade level are in class with those at and below grade level. However, there are a few options available for their enrichment. In Math, able and advanced students may take courses that accelerate instruction and pacing. Art students may take advanced level coursework, and those who excel in writing may take advanced creative writing coursework. We also offer 19 Advanced Placement courses for students in grades 10 - 12 that allow passionate, interested students to pursue a more rigorous course of study. We offer Advanced Placement courses in all academic areas - English, History/Social Studies, Science, Math, Spanish, French, Latin, Art, and Computer Science.

3c. Special education

Our founders held the firm belief that all students can learn, and that our common curriculum is necessary to be informed, participatory citizens. While we have many systems in place to accommodate student needs to access the curriculum and coursework, D'Evelyn does not modify the curriculum for special needs. We hold interest meetings prior to enrollment to help families judge whether or not D'Evelyn is the best option for them. D'Evelyn students are provided support with 504 plans, and several students have IEP's. Students with IEPs receive traditional services from a Learning Specialist and School Psychologist that support D'Evelyn.

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

For our students qualifying as English Language Learners, they meet weekly with a language specialist during 7th hour, which ensures that they do not miss valuable instruction time in their core classes.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engaging students in the 21st century poses a unique challenge. At D’Evelyn, our desire is to engage rather than simply entertain. The first pillar to hold up student engagement is our challenging liberal arts curriculum, which exposes our students to the art, science, history, literature--the mysteries of humanity. The second pillar of engagement is the teacher, trained not just in education but in the content they teach. Students have the privilege of watching teachers approach their discipline in the same way as an expert “in the real world.” Enthusiasm is contagious, and our teachers bring it on a daily basis. Because our curriculum is already established, our teachers can spend their valuable time creating dynamic lessons and providing feedback to students instead of trying to figure out what it is they are going to teach. This gift allows for a more engaging classroom where students find themselves having fun and learning at the same time. We take great pride and joy in setting a high bar for our students, both academically and behaviorally, and equipping them with the tools to meet and exceed those expectations.

The reality is that not every student is engaged at every moment of the school day, and we have some supports in place to help. First, we have an enrollment limit, so we can stay a small school. This allows all kids to be known and noticed, and we can more effectively identify those students who are not engaging with their work, their classmates, or their teachers. Second, we utilize our 7th hour as a time for students to make up absent work such as tests or labs. This allows students to continue with their current coursework without missing more class time to make something up. Finally, every student is expected to be present and participate in each class each day, ultimately honoring the teacher’s work in preparing and delivering lessons.

Students and families review and sign an annual Academic Contract and a Behavioral Contract, where we outline our expectations for student conduct both academically and behaviorally. This helps our school elevate the core values we hold important for students to find success not only at D’Evelyn but in the future as well.

2. Engaging Families and Community:

An engaged community is critical to the success of D’Evelyn students. Each grade is surveyed annually to gather information surrounding time spent on homework, their feelings on being valued by faculty, their sense of safety, the meaningfulness of their assignments, and so on. The faculty and administration engage in a reflective process to ensure we are staying true to our founding philosophy and caring for the well-being of our student body.

We also have many needed volunteer opportunities to help with athletic games, providing meals for teachers during parent/teacher/student conferences, or gathering materials to create senior photo montages for graduation.

D’Evelyn is unique in the fact that it is governed by the Steering Committee, which consists of parent volunteers, teachers, and the principal. This governing body ensures that D’Evelyn stays true to the founding philosophy and to the established curriculum, while monitoring changes in state law and our response to those changes. Parents have opportunities to serve on this committee, or a variety of other committees: curricular review, textbook review, and hiring to name a few. Additionally, D’Evelyn has a School Accountability Committee which serves to provide parents and families meaningful opportunities to engage in supporting the school without the substantial time commitment of serving on the Steering Committee.

Finally, a textbook driven curriculum requires significant resources to ensure that every student has access to the texts. These financial restraints can cripple a school, so we are both blessed and grateful to be served by the D’Evelyn Education Foundation, a non-profit organization that provides the financial support necessary to maintain D’Evelyn’s academic, athletic, performing arts, and scholarship programs. Of course the DEF board consists of members from the community at large, parents, teachers, and administration. The

foundation awards thousands of dollars of scholarships and awards for both teachers and students every year, helping make furthering education a reality for many in our community.

3. Creating Professional Culture:

The unique nature of D'Evelyn as an option school necessitates that we hire, train, and support all faculty and staff members in adherence to our school philosophy. We seek to hire content experts with strong pedagogical traits in all teaching positions, and each interview committee includes an assessment of whether the prospective staff member understands and honors the D'Evelyn philosophy. Our meetings, training, and professional development are all aligned with the D'Evelyn liberal arts curriculum and teacher-directed, whole-group instructional model.

Because D'Evelyn is an option school that oversees its own curriculum, and that curriculum is not part of our district's, we have unique challenges in providing professional development. Our instructional coach worked to develop a peer observation process based on the idea of learning labs. In groups of 3 or 4, teachers meet to present a need, a goal, or a challenge they are facing in their teaching--classroom management, instruction practices, formative assessments to name a few. In sharing this goal, teachers ask their cohort for feedback around their goal and present any necessary context for the environment they will be observing. Teachers are also asked to observe student engagement and response to the teacher. The group then spends one two weeks observing each other. The small group then debriefs with the instructional coach, discussing their observations.

This model has revolutionized our teaching culture. First, initiating these small cohorts has led to building relationships and growing trust between individuals in different departments. Second, teachers are growing in their own confidence as their peers, trained and highly qualified professionals, validate the work and the processes going on in the classroom. Third, we are beginning to see the benefit of building a professional culture of self-reflection without the pressure of formal evaluations. Finally, and most importantly, students notice the teachers interacting, sharing ideas, and encouraging each other. This type of professional development is infusing our faculty with a renewed drive and excitement for their work.

4. School Leadership:

D'Evelyn relies on a participatory management model, where the principal, teachers, and parents work together to lead the school in preparing students to enter the world. Our Steering Committee, chaired by a parent volunteer, governs the school by ensuring the approved curriculum is in place and viable, hiring the principal, and establishing policies such as hiring, finance, graduation requirements, and so on. All positions (except the principal's) on the Steering Committee are based on an election, as parents and teachers rotate on and off every three years. The principal then is in charge of maintaining the day to day operation of the school. Teachers are frequently asked to engage in information gathering committees so those in charge can make effective decisions. The Steering Committee might ask for a subcommittee to gather information surrounding the community pulse on homework load. Our principal might ask teachers to work with an administrator in developing the school calendar. All parties work together when we need to modify our curriculum, such as replacing out of print textbooks or adjusting curriculum due to the growing demands of state-mandated testing. Our department manager team has a representative from each department that meets monthly with the principal to discuss school matters, garner feedback from each department, and make school-wide decisions. At D'Evelyn, very few decisions are made in a vacuum, ensuring consistent buy-in from our stakeholders.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

While our rigorous, content-rich curriculum, teachers trained in specific disciplines, parent involvement, and small school culture all work together to guarantee our consistent success, the regular practice of exposing students to a broad network of foundational cultural knowledge has proven time and again to be the most beneficial for student success outside our walls. Everyday students are exposed to a wealth of math, science, history, and literature and encouraged to draw connections between them. To our students, a presidential election is not just a process of casting a vote for somebody to lead our nation, but rather it's a culmination of varied cultural values and conflicts, an expression of power and freedom with hundreds of years of responsibility and history. The impact a particular movie or theatrical production has on our country is not just happenstance, but the culmination of artistic craft, metaphor and symbol, and creative expression that's challenging our presuppositions and stereotypes. Our students know that science impacts social and economic policy, that literature shapes culture and culture shapes literature, this wide world is not just something to be consumed through YouTube, but it is something to engage in, interact with, and make better through participation. This understanding does not come without the practice of learning the core disciplines and using that information to draw connections and conclusions. Our students regularly engage in that cross-curricular connecting, allowing them to not be "wide-eyed strangers in a world of wonders, but persons whose understanding of what they see makes them feel more at home in our inescapably double environment, natural and man-made" (Jacques Barzun as quoted in DFD).