

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

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

Official School Name Scheck Hillel Community School
(As it should appear in the official records)

School Mailing Address 19000 NE 25th Avenue
(If address is P.O. Box, also include street address.)

City North Miami Beach State FL Zip Code+4 (9 digits total) 33180-3209

County Miami-Dade

Telephone (305) 931-2831 Fax (305) 931-3903

Web site/URL http://www.ehillel.org E-mail johnson@ehillel.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Vanessa Donaher E-mail donaher@ehillel.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Scheck Hillel Community School Tel. (305) 931-2831

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. Uri Benhamron
(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):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 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	26	35	61
10	36	23	59
11	39	39	78
12 or higher	31	39	70
Total Students	132	136	268

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0.3 % Black or African American
 - 60 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 39.7 % White
 - 0 % 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: 1%

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	1
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2018	273
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

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

Spanish, Portugese, Hebrew, French, Russian

English Language Learners (ELL) in the school: 5 %
13 Total number ELL

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

Total number students who qualify: 0

8. Students receiving special education services: 18 %

48 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>18</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>3</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: 2

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	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
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 10:1

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	97%	95%	94%	94%	94%
High school graduation rate	99%	100%	100%	100%	100%

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

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

Post-Secondary Status	
Graduating class size	74
Enrolled in a 4-year college or university	100%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
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 X No

If yes, select the year in which your school received the award. 2011

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

We inspire students to become exemplary global citizens with enduring Jewish identity and values, through a college preparatory curriculum taught within a nurturing, diverse community.

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

Scheck Hillel, one of the world's largest Jewish day schools, serves 1,100 students from ages 18 months to 18 years. Its high school, now applying for a National Blue Ribbon School award, enrolls 268 students from over 20 countries who reside in urban and suburban communities in Miami-Dade and Broward counties, such as Miami, Miami Beach, Hallandale and Hollywood, Florida.

More than 60% of students are recent immigrants and children of immigrants who represent a Jewish diaspora that includes Israel, France, and several countries in Latin America. Sixty percent of the high school students are of Hispanic heritage, having come most recently from Venezuela, Mexico, Peru and Brazil. An earlier wave of immigrant families came from Colombia and many American-born students are the grandchildren of Cuban immigrants who came to Florida in the early 1960s. Scheck Hillel's families are characterized by resilience and flexibility, with the history of escaping European persecution at the turn of the century and surviving the Holocaust, immigrating to new countries and then, due to economic and political unrest, immigrating yet again to the United States.

Fifteen percent of students receive tuition assistance. Most Scheck Hillel students are bilingual. Approximately 18% percent acquired their literacy skills in their primary language (Spanish, Portuguese, Hebrew, French). The remainder first acquired their literacy skills in English, while maintaining their primary language at home and in the community. While 4.8% of high school students currently receive English as a Second Language (ESL) services, more than 20% of them received ESL services during one or more years of high school.

Scheck Hillel delivers a comprehensive college preparatory experience through a rigorous dual curriculum in General and Judaic studies. The dual curriculum provides instruction in critical thinking, reading and writing analysis in both English and Hebrew. Judaic courses provide practice in critical analysis of biblical and Talmudic text. Uniquely, SAT and ACT preparation is a required course and an integral part of the curriculum starting in tenth grade and extending until the end of the 11th grade. Vertical alignment in mathematics, English, history and science departments assures continuity of rigor from beginning to Advanced Placement courses. Students in our STEM program have won 1st and 2nd place in high school competitions in the last two years. Faculty employ the Atlas-Rubicon system for unit and assessment planning and implementation. Curriculum mapping takes place in all departments and is ongoing. Data teams, high impact teaching teams, and other PLC (Professional Learning Community) practices assure that each student achieves at the highest level possible according to his/her personalized learning goals. Weekly faculty professional development ensures that data from formative assessment is used to inform daily instruction. The school's professional development focus has been on personalizing instruction and building relationships.

Innovative strategies include a semester long College Readiness class which prepares students for college selection, application and essay process. Two Judaic classes taken each semester are supplemented by a robust student life program bringing hands-on knowledge of Jewish culture. In addition to Advanced Placement courses, the school offers dual enrollment at Florida International University, where students may earn college credit in international affairs, psychology and other classes as early as the 10th grade. Physical education and health classes are required, and the school also offers a dual enrollment personal fitness course with FIU.

The 10th grade thesis, a year-long independent project, challenges students to explore passions, foster identity and maximize achievement through personalized study projects. A social emotional curriculum, offered in grades 9-12 by guidance counselors is enhanced by rabbinic staff who support students' personal self-reflection and growth. Students are surveyed about their own social emotional learning competencies, then attend SEL learning sessions to improve growth on the competencies.

Ninth graders journey to Israel for two-weeks of intensive immersive learning after a year-long study of Israel and Classical Jewish History. Eleventh graders journey together to tour Florida colleges. Building a collaborative atmosphere takes place in grades 9 and 12 and for all grades at regular Shabbatons (overnight

field trips from Friday to Saturday evenings), which combine team-building, cultural experiences and Judaic studies. Classroom instruction is supported with a variety of course-specific academic field trips.

Student leadership opportunities include student council, madrichim (Judaic mentors) and Gilinski ambassadors who represent the school in the larger community. Our students make suggestions for changes in the school schedule, curriculum and daily life. One example is the course Introduction to Adulthood, designed and initiated by two current seniors. Other examples include: student survey feedback on classroom instruction; leadership on the Capstone college readiness program and in Israel Advocacy. Scheck Hillel offers a robust experiential learning program: internships start at grade 11 for most students, but can begin as early as grade 9.

Since receiving the National Blue Ribbon School award in 2011, Scheck Hillel has displayed its logo on all print and web-based publications. This honorific has attracted families to the school and reinforced its reputation for excellence. Changes that have taken place since 2011 include a school culture change initiative with training in Resilience Education, "Capturing Kids Hearts" and Growth Mindset. Current staff training resulting in school changes includes science modeling, collaborative inquiry and the FAR cycle data (RBT). Over the past eight years, parents have taken a more active and productive role by collaborating with staff and their youngsters in goal-setting and through an active advisory council focused on school improvement.

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

Scheck Hillel tailors education to the individual student for a personalized, rigorous college preparatory experience. Students develop identity, nurture talent, discover passion and find purpose as our rising generation of creators, innovators and leaders. Scheck Hillel sets the standard for educational excellence by inspiring students to ask, “Who do I want to be?” rather than, “What do I want to do?” This shift empowers students to become reflective global citizens with enduring Jewish identity and values, ready and eager to write the next chapter through their own definitions of success, happiness and fulfillment.

Scheck Hillel students do the majority of the thinking, talking and doing about their personal learning journey while taking ownership to persevere and achieve. As a result, students, excited about their learning, embrace rigorous tasks collaboratively, using frequent reflection, feedback and active communication. Students articulate learning goals and their relevance to current and future success.

Scheck Hillel faculty plan in high performing collaborative teams where maximizing student achievement and personal growth are the priority. Learning targets and success criteria are clarified, refined and communicated to guide personalized instruction. Meaningful relationships support rigorous learning expectations along with highly engaging experiences...all intentionally designed to maximize achievement, explore passions and foster identity. Data-driven decision making occurs at the individual, classroom, team, departmental and leadership team level. Faculty members are professional peers and coaches who walk into each others classrooms and look for evidence of student-centered assessment and feedback, student ownership, agency and choice and mastery-based progression of instruction. Frequently, alignment conversations happen within and between departmental disciplines. Measures of Academic Progress (MAP) data is used by teachers and students for goal setting. A wide variety of formative assessments are infused in daily instruction, their results are analyzed by teacher teams and these data are used for investigation, reteaching, re-engaging and regrouping, then moving on and extending the learning.

1b. Reading/English language arts

Scheck Hillel’s English Language Arts program aims to produce sophisticated and literate readers and writers through exposure to a wide range of literature, and through a nuanced and age-appropriate progression through the writing process. In a rich atmosphere of collaboration and inquiry, students develop an evolving knowledge of language, both as a basic means of communication and as a vehicle for artistry, as expressed in literature, poetry, and creative non-fiction. Each year of a Scheck Hillel English Language education, students are introduced to increasing complexity in their vocabulary and grammar development, bolstered by individualized learning through Membean, an online adaptive vocabulary mastery program. Students at all levels engage in meaningful activities based on multicultural literature in a variety of genres - both modern and classic. Beginning in middle school, English language classes are leveled based on skill level, with options for honors, regular, and intensive English, and the ability to move between levels upon reaching specific end-of-year benchmarks. High school course offerings include World Literature, American Literature, British Literature, AP Literature, AP Language, electives, and a 9th Grade Writing Seminar that is taken in addition to the regular literature class. The program culminates with the Capstone Senior Writing Seminar, a multi-lens examination of several of life’s big questions that incorporates English, History, Science, Business, and Technology. At all levels, reading and writing are linked to one another, as well as to other elements of the English Language program such as thinking, listening, speaking and viewing. Faculty prepare students to achieve success in a rigorous curriculum and on standardized tests. In addition to regular writing assignments and reading assessments, group work, oral presentations, research papers and thinking activities are common elements of the program. In every course, the curriculum is aligned with Sunshine State and Common Core standards. The English department has been using the FAR Cycle, Formative Assessment for Results, through Research for Better Teaching, Inc. We collaborate to clarify our learning targets and success criteria. We create different types of formative assessments and use them to check if

students meet the specified success criteria. Our English teachers review student written work together and share suggestions for the type of feedback to be provided to the students.

1c. Mathematics

The Scheck Hillel Mathematics Department offers a wide variety of courses. The core curriculum is comprised of Algebra 1, Geometry, Algebra 2, AP Calculus AB and AP Calculus BC. Electives at the college level include Calculus and Statistics. The curriculum is aligned with Sunshine State, Common Core and National Council of Teachers Mathematics standards. Application and integration of knowledge is stressed on all levels. In math classes, teachers encourage students to solve problems using analysis, prior knowledge, and synthesis. Students learn that there are often many paths to the solution of a problem, and they are encouraged to pursue their personal path to the solution rather than learn set algorithms. The curriculum stresses the process for laying out a solution in a clear, logical way, which explains the need for the language of mathematics and why students are required to learn relevant words, symbols, and formulas. While all class levels cover the same topics and skills, they differ in depth of coverage, rigor, and difficulty of problems.

Differentiation occurs within math classrooms, where our middle school students used DreamBox, an adaptive learning platform, that "strategically increases the learning velocity of struggling students, advanced students, and on-level students". This program helps us to make recommendations to our students based on scores from the MAP, Measure of Academic Progress, test results, which again provide a framework for differentiation. In addition, Khan Academy is used to support student learning in order to allow for differentiation, remediation and advancement. The "Flipped Classroom" is used by several instructors for certain Units of Study, but the classroom is not completely flipped for all units of study.

All courses from grades 6-12 incorporate a minimum of one problem-based learning experience per semester. We are using the FAR Cycle, Formative Assessment for Results, through Research for Better Teaching, Inc. Our first step was to clarify our learning targets as well as clarify the success criteria. What do students have to know/learn/perform to show success with the specific learning targets of the day's lesson? Next, we infuse the lesson with different types of formative assessment to ensure that students will be able to meet the success criteria. This enables them to be ready for more formal formative assessment and summative assessments. Each teacher can next analyze the data received from the informal and formal formative assessments. What are the areas of success? the areas of common errors? What needs to be retaught? Do we feel ready to move on? The goal is always to ensure student success and learning. Teachers work together as a department to give each other feedback, investigate students' errors and misunderstandings. Once this is done, students can be regrouped for remediation, practice, or extension of the lesson's skills. Student members of Mu Alpha Theta, the Math Honor Society, provide daily tutoring sessions for math students in Grades 6-12.

1d. Science

Successful graduates of Scheck Hillel's science program gain the science literacy necessary to make crucial decisions as individuals, as future voters, and as members of a society that is increasingly dependent on scientific advances and information. Scheck Hillel's science department offers students twelve courses comprising studies in earth/space science, biology, chemistry, physics and environmental science that provide college preparatory to honors an Advanced Placement (AP) study. Students use the scientific thinking process learned in earlier grades to explore the scientific branches in detail. Evidence-based reasoning is used and reinforced in all courses, requiring students to practice and refine their reading, writing and mathematics skills. Our science department courses are interactive and rigorous, requiring students to use higher-order thinking skills, creative problem-solving and active learning. Each scientific field offered provides two-to-three levels of course rigor, designed to build upon key concepts and challenge the student to understand more complex and advanced material at the honors and advanced placement levels.

Learning standards are addressed through clear demonstrations of natural phenomena and inquiry-based activities designed to stimulate discussion and theoretical thinking. This spark then moves to testable

hypotheses of the phenomena and derived learning of known scientific facts. At times, lecture and collaborative problem-solving form the basis of learning processes. When more practice is needed, students are provided additional resources to meet the standards. Varied formative assessments, both formal and informal are used with high frequency, providing students ample practice time with content and skill development. Summative assessments vary in traditional, project-based, labs and presentation style formats and occur with regular frequency, though less than formative.

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

Scheck Hillel's Social Studies Department offers a wide range of courses to challenge and prepare high school students for the future. In Grade 9, students are required to take Eastern and Western Heritage. The course covers 5,000 years of history from early man to the Post-World War II Cold War era. They also are offered the opportunity to enroll in AP World History. In Grade 10, students are offered a choice of World History College Prep or Honors, AP European History or AP Human Geography. In Grade 11, students enroll in a full year of American History at the College Prep, Honors or AP level. Students can also take an elective course, AP Psychology. The final year of the humanities curriculum includes a semester of American Government and a semester of economics. An AP course in American Government is also offered in Grade 12, as well as AP Comparative Government. The department delivers several popular extracurricular programs such as Yeshiva University National Model United Nations (YUNMUN), Panim el Panim, HIPAC (Hillel Israel Public Affairs Committee) and the Geography Team.

1f. For secondary schools:

Grades 9-11 students are in a particularly critical phase of personal and intellectual development and require a program that helps them participate actively and responsibly in a changing and increasingly interrelated world. Continuing to learn how to learn and to evaluate information critically, is as important as learning facts. The program helps students develop skills and identity necessary for competitive global citizenship. These are some of the competencies: innovation, critical thinking and problem solving, communication and collaboration, information, media and technology, life and career decision-making, leadership and responsibility, global awareness, commitment to scholarship, tikkun olam (repair the world) and sense of empowerment to make a contribution, Jewish identity and sense of what it means to be Jewish in the larger world.

Junior year students take a College and Career Readiness course, which is designed to facilitate students' self-discovery in relation to career interests and goals. Through a deep exploration and evaluation of personal values and motivations, students are reinforced in key skills such as self-advocacy, independence, and authenticity, while being introduced to the logistical side of the application process. This course serves as a springboard for the college application process and navigating life after high school.

In Grade 12, students continue to pursue the mandatory requirements toward a Scheck Hillel diploma with opportunities for elective coursework in both General and Judaic Studies. The Capstone Senior Seminar introduces students to seminar-style learning in Language Arts and Judaic Studies. Each student meets daily with core Capstone faculty and engages in a series of 2-3 week units addressing Essential Questions – definitional topics that transcend academic areas – through multiple academic lenses. Each seminar addresses the same question, albeit in different ways. Unit questions include, but are not limited to: • What does it mean to make a good decision? • How can we overcome our fears? • Where do I belong? • What does it mean to “know” something, and how do we know what we know? • What is power? • What effect does technology have on identity? Class-based activity focuses on a seminar-style approach (using discussion, textual analysis, experiential activity and skills acquisition) to exploring the unit's Essential Questions, and on mastering the literacy tools essential to furthering their investigations. This instructional format echoes the approach utilized in college seminars.

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

2. Other Curriculum Areas:

Scheck Hillel's Arts Program 9-12 creates discoveries and developments of students' artistic passions. Its wide-ranging offerings in visual arts, music, and theater cultivate personal expression and connect our students to history, culture, and their own imaginations. Our faculty's approach to arts education is rich with humor, empathy, and an awareness of the interconnectedness of the arts with the world at large. We are dedicated to building the young artist's practical skills while celebrating joyful artistic process.

Health Education is offered in grade 9 to deliver a thorough, comprehensive coverage of health and wellness topics. Topics include nutrition and food choices, fitness and personal health, avoiding hazardous substances, mental, emotional and social health and wellness, as well as American Heart Association first aid and CPR training, with optional certification. The National Health Education Standards form the framework for the Health Education curriculum

Personal Fitness is offered in grade 10 to provide students a comprehensive curriculum in physical activity and exercise. SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education form the framework for the Personal Fitness curriculum. Students are also assessed through The Cooper Institute's FITNESSGRAM, designed to assess cardiovascular fitness, muscle strength and endurance, flexibility, and body composition. Criterion-referenced standards and pre- and post tests have been established for each of the health-related fitness components.

Weight Training is a Physical Education elective offered to students in grades 9-12 and also uses the Cooper Institute's FITNESSGRAM to assess students' cardiovascular fitness, muscle strength, endurance, flexibility, and body composition. Foundations of Fitness is a college level dual enrollment course offered with Florida International University. Students with a qualifying GPA and SAT/ACT/PERT score in grades 10-12 are eligible to enroll in the class and can earn both high school and college credit.

Hebrew Language 9-12 is an essential tool connecting students to Israel, its culture and its people. Therefore, we strive to bolster students' academic study of Hebrew as a living language while integrating Hebrew study with an engaging and comprehensive cultural experience. Using the Bishvil Ha'Ivrit program in conjunction with the Israeli Department of Education standards and Florida State Standards in Foreign Language, we collaborate with Hebrew teachers in other Jewish Day Schools in designing appropriate assessments that align with the standards and provide tools for measuring student progress. In each grade, we offer a full range of levels of instruction, starting in Grade 9 with an Ulpan class for students with little to no Hebrew background, all the way through Hebrew 7 where students study and discuss literature and film, in fluent Hebrew

Design/STEM courses give students a thorough understanding of the iterative creative process, through production of innovative solutions to design challenges. Design thinking is a fundamental skill for the 21st century learner, and these courses explore and develop these competencies. All classes within the Design/STEM program are hands-on, laboratory-type courses created to mimic real-world work environments. We take students through the four stages of the design cycle: research and discovery, idea development, solution development and evaluation. Students work both individually and in teams on projects ranging from one class period to several weeks in length. As students progress through the program, the challenges grow in complexity and depth. We strive to create inquisitive learners who are tenacious, creative, open-minded and reflective problem solvers. In addition, the Design/STEM curriculum engages students with concepts of science, technology, engineering and math. Students in Grades 6-10 are required to take a Design/STEM class every year. At the High School level our Design/STEM department offers Engineering Honors, Engineering & Entrepreneurship Honors, AP Computer Science Principles and AP Computer Science A courses.

The Grade 9-12 Judaic Studies Department offers a choice of three different options for rigorous study of Judaics. The Mechina/ New Stream Program for students entering our high school with little to no Judaic background, helps students acclimate to the Jewish-centered environment of Hillel, with the goal of leading students to more advanced programs. The Yahadut Program emphasizes themes, concepts, content and core topics in Biblical and Rabbinic texts studied in English translation. Courses in Jewish History and Rabbinic

Literature round out the curriculum. The Beit Midrash Program focuses on the development of textual skills in the study of Tanach and Talmud. Instruction focuses on how to read, translate and analyze the primary texts and their traditional commentaries in the original Hebrew or Aramaic. As students gain familiarity with the texts, they actively engage in in-depth analyses of the content.

3. Academic Supports:

3a. Students performing below grade level

Scheck Hillel offers a continuum of services that addresses students with varied academic performance levels. In addition to low student-teacher ratios which allow for teachers to monitor, provide feedback and support individual students, we also have a peer tutoring program conducted by National Honor Society and Mu Alpha Theta students. Three levels of each course of study assures that students enroll in a course that matches the level of rigor they need. Class size average of 15 enables teachers to differentiate instruction. Faculty routinely provide individual support during office hours and connect students with in-school as well as off-campus supports. The ICS program described in section 3c is available for students who have a documented learning difference (otherwise known as learning disability).

3b. Students performing above grade level

Students demonstrating a desire and skill level consistent with coursework beyond that of our traditional college-preparatory curriculum can take upper level courses. Honors courses delve deeper into content and move more swiftly through units of study. Advanced Placement (AP) courses in Language Arts, Math, History, Science, Computer Science, Art and more provide students with college level material and pacing. In addition, students who are eligible (10th grade) participate in dual enrollment with Florida International University - earning high school and college credit simultaneously. Twenty percent of the high school students participate in the dual enrollment program.

3c. Special education

Scheck Hillel Community School provides its high school students with the In-Class Support program, or ICS. In-Class Support affords students with varying exceptionalities additional help in their core secular subjects. Using students' psychoeducational evaluation, along with data from academic testing, student grades and direct observation, ICS staff specifically target how to reach and teach to the individual student's needs and ultimately support the students in identifying what type of learner they are, providing the tools and skills to manage their unique learning differences over time, thereby resulting in the ability to self-advocate and become independent learners. ICS special educators monitor mainstream courses and provide differentiated instruction as needed. ICS offers a learning strategies course that meets four days a week. This class with 5:1 or lower student to teacher ratio offers front-loading of information along with review and reinforcement of mainstream class material using individualized modalities. The class also offers executive functioning/study skills training that includes note-taking skills, time management, organizational skills, planning and prioritizing and metacognition. The ICS staff also provide in-class support in the student's five core academic classes, progress monitoring, study guides, review sessions and consistent communication with student and parent. Consideration for participation in the program requires a psycho-educational evaluation as well as meeting stipulated academic requirements.

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

Scheck Hillel offers assistance in English language learning to those students whose primary language is not English. ESOL (English for Speakers of Other Languages) classes are small group classes taught by teachers certified in ESOL education who work with students to acquire and refine conversational and academic skills in English. In addition to participating in a self-contained ESOL class targeting the academic language that students find in textbooks, in the classroom and on academic tests, students also receive support in their core academic classes to properly adapt the content and instruction to the students' linguistic abilities. This service is key for transitioning students into a new country both from an academic and social aspect, and is available both within the general studies classroom as well as in small group intensive classes. Students'

MAP scores in reading, written classwork and homework assignments and classroom observations are used to determine when a student is able to exit the ESOL program and be successful without such support.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

For several years now, Scheck Hillel faculty have recognized that they are both models and guides for students and that our students learn best when they experience caring and connected relationships within the school environment. Our study of resilience education, “Capturing Kids Hearts” (Flippen Group) and growth mindset has introduced and institutionalized practices such as the social contract in classrooms. We have identified Social Emotional Learning outcomes for every grade from pre-kindergarten to grade 12, and these outcomes have led to the identification of standards and competencies that faculty discuss with students in a wide range of settings. Standards expected of 9th-12th graders include: A) identify and manage one’s emotions and behavior; B) demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways; and C) use social awareness and interpersonal skills to establish and maintain positive relationships.

Individual conversations between teacher and student, small group sessions, counseling group sessions, 9th grade counseling classes and Judaic class discussions provide numerous opportunities for students to experience positive support and encouragement for their academic, social and emotional growth. Weekend Shabbatons (overnight on-campus) activities also create large and small group opportunities for continued positive growth. Our small counselor-to-student ratio (1:67) assures that our students’ receive the guidance and counseling they need.

Scheck Hillel faculty have regularly scheduled office hours to meet with students one-on-one and do so frequently for conferencing, problem-solving, individual academic support and relationship building. They and the school’s administrators routinely attend the students’ sports events, musical and drama performances and extracurricular activities. All faculty maintain electronic mail communications with their students as well as using Blackbaud learning management systems (LMS) to ensure clear, open and ongoing communication.

The school’s values which form the foundation of our climate and culture are respect, kindness, truth, peace and spirit. These values, always visible on campus and in publications are reinforced in the student parent handbook, staff handbook and classroom social contracts. The words of a recent Scheck graduate best describe how the school engages and motivates students: “One thing that I think is unique to Scheck Hillel Community School is the focus placed on teaching us to be good people. Our teachers try to focus on how we can be moral, kind and giving people. Therefore, I acquired the skill of self-reflection, as there is always room to grow.”

2. Engaging Families and Community:

Scheck Hillel parents partner with faculty and staff to support student growth: academic, social, emotional and spiritual. Through open and clear communication, parent education and collaborative action, faculty, parents and staff community members, alumni, grandparents form trusting relationships that build the community “village” and raise future, global Jewish leaders.

Scheck Hillel's Board of Governors and HIP/PTA have, since the school's founding in 1976, provided direction, leadership and support. Curriculum nights, parent/teacher conferences, Back-to-School nights and Shabbat B'Yachad (family Sabbath learning events), Coffee with Counselors, Book Fair, Homecoming, Movie Nights, STEM Family Day, and Tailgate nights have afforded parents and grandparents numerous opportunities throughout the school year to be engaged on campus. While the twice yearly parent-teacher conferences are formal opportunities for engagement on student progress, faculty use Blackbaud, an online platform for parent-teacher-student communication, as well as email, phone conferences and text messages to ensure clear and open communication. Face-to-face parent conferences take place frequently, generally with the student in attendance, and these may be initiated by the parent, student or teacher.

The Scheck Hillel Advisory Committee, comprised of parents and community members, was formed to

provide ongoing advice, feedback and guidance to the Head of School and other administrators. The Advisory Committee is dedicated to advancing and enhancing the quality of students' educational experience and carries out requests from the school's Board of Governors, makes recommendations regarding proposals from the faculty, staff, other committee members and/or the Head of School, and initiates discussion to develop recommendations that will improve or add to the overall educational life of the school.

The Advisory Committee recognizes the importance of maintaining excellence and a high quality of education. It serves as a vital link between Scheck Hillel's Board, faculty/staff, students and parents. Members include parents, students, alumni, parents of alumni, grandparents, faculty, staff and administrators. This committee meets monthly, delves deeply into school issues, (whether academic, organizational or social) and is building a collaborative relationship with school leaders. Some topics addressed by the Advisory Committee have included affordability, facilities, foreign language and course offerings.

Scheck Hillel's trimester-long senior capstone recently added a student-designed component called Introduction to Adulthood. Course topics include budgeting, investment portfolios, and building a business. Nine guest speakers come to this course each year and all form part of the Hillel community. Business and corporate leaders in the community have come to campus to share their expertise and prepare students for real-life problem solving. Scheck Hillel also has a robust Family Education program with a wide variety of course offerings. The booklet describing this program can be found online.

3. Creating Professional Culture:

A comprehensive benefits package for Hillel faculty and staff attracts teachers of high caliber to the school. Scheck Hillel's human resource department recruits with agencies such as Carney Sandoe and Associates, Southern Teachers Agency and Jewish jobs.com, Screened candidates meet with administrators, team leaders and other teachers before conducting demonstration lessons with students. After observation and discussion of a candidate's observed skills, the prospective teacher is contracted and hired. During the summer in the week prior to teachers' return to campus, an orientation is held for new teachers. Topics of the orientation include Academic Standards, Security, Website/email/Communication systems, Systems Exploration, Human Resources and Campus Tour. Each new teacher is paired with an experienced Hillel teacher "buddy" or "ambassador" to help facilitate acculturation to Hillel's norms, values and expected behaviors.

Each school year begins with a week of professional development for all faculty and staff. During the course of the school year, professional development is built into the weekly schedule with 2 hr. sessions every Tuesday from 4-6 pm. The professional development planning for two full-day in-service programs per year and for the weekly afternoon sessions is based on needs assessments conducted annually and teacher input gathered quarterly. Feedback on professional development sessions is consistently solicited after every session and used to plan subsequent offerings. The PD program is guided by a faculty professional development committee, led by the Chief Academic Officer. Since 2011, Hillel has attended to school culture and worked to achieve three major goals: 1) create opportunities for participation, contribution and collaboration, 2) build caring, connected relationships, and 3) develop and convey clear, high expectations. As a result of this culture change initiative, Scheck Hillel implemented a comprehensive professional growth system comprised of the following components: development of standards for teaching at Hillel; rubrics and classroom observation tools for assessing classroom performance; professional development goals set by each individual faculty member; formal and informal observations of all employees by their supervisors; peer observation and peer coaching; pre-and post conferencing for formal observations; a Professional Improvement Program to build proficiency in all categories of the teaching standards; standard evaluation formats for teachers, department chairs, and division heads; and identification and training of mentors/coaches who are assigned to assist their peers on specific teaching standards, such as Planning and Preparation or Classroom Management.

Also as a result of this multi-year effort, new committees were formed to provide faculty with opportunities for participation, contribution and collaboration. These were the following:

Staff Ambassadors (New Teacher Support Program); Professional Growth Systems which included teacher evaluation, administrative evaluation and support staff evaluation processes; Professional Development Advisory; Social Media and Technology; Student Involvement; Sunshine Committee; Safety; Capturing Kids Hearts; Staff Social Norms and; and Culture.

Scheck Hillel colleagues work in high-performing collaborative teams and have created an optimal environment (high-functioning, immaculate facilities, beautiful grounds, leading-edge technology and robust security) for faculty to teach and for students and parents to thrive.

4. School Leadership:

Scheck Hillel Community School's high school leaders lead by example. They recognize the impact of role modeling and seek to treat every student, adult and community member with respect, kindness, truth, peace and spirit. Of the four FTE positions assigned by Scheck Hillel Community to its high school, only one administrative position, that of High School Director is full time. The other positions are held by individuals who have administrative duties in the middle school or lower school in addition to their high school responsibilities. These are the Director, Judaics & Curriculum/Instruction - .5 FTE, Dean of Students - .5 FTE, Director of Student Life - .5 FTE, Athletic Director - .33 FTE, Arts Director - .33 FTE, Director of Jewish Life and Community Learning - .25 FTE, Chief Academic Officer - .25 FTE, Rabbinic Head - .25 FTE, and Head of School - .25 FTE

The ten administrators are part of a larger leadership team which shapes school policies and procedures and works with middle and lower school administrators and non-educational administrators to ensure that the school's resources are deployed to meet its strategic goals. The Head of School, Chief Academic Officer, High School Director, Director of Judaics & Curriculum/Instruction and Rabbinic Head also serve on the Eduteam, along with middle school, lower school and early childhood administrators. The Eduteam provides candid, supportive feedback for educational leadership. Through communication and collaboration across divisions this group holds each other accountable to meeting school goals and student needs, while focusing on actualizing and aligning the school's mission across all divisions.

One example of how this structure ensures focus on student achievement is its multi-year focus on English language learners. In 2012, the leadership team noted the heavy influx of students who did not have the English language fluency or literacy necessary for school success. Over the next two years, the ESOL teaching staff was increased from 1 FTE to 5 FTE positions and an administrator was tasked with developing policy and entrance, exit and instructional practices in keeping with the latest research in the field. As the leaders monitored ESOL student progress, they realized that greater knowledge and sensitivity was needed on the part of the classroom content teachers in order for students to gain sufficient literacy skills for success. They identified experts in the field to bring in for day-long workshops and follow-up training. An ESOL Resources folder was established in the Staff Resources section of the website and the ESOL teachers began meeting regularly with the content teachers in English, Math, Science and Social Studies. This increased training and collaboration among staff resulted in improved student achievement.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Starting in 2013, the high school began using the Atlas/Rubicon curriculum mapping system. Over time, this has been the most significant strategy which has refined our curricula, clarified the learning outcomes, and served to communicate what is to be taught and learned. Faculty now consistently start with big ideas and essential questions that define the core content of their course of study. Through the sharing of Atlas units, standards and lesson plans, our teachers routinely engage in dialogue to define the key concepts and skills that comprise the curriculum. They collaborate on assessments and reflect on their own teaching and what their students are learning. This integrated learning platform has enabled us to go from jockeying back and forth between the Florida Sunshine Standards and the Common Core standards to pinpoint the appropriate standards to be assessed in each course.

As all teachers in the middle school also use this platform, we have assured vertical alignment from grades 6 through 12. We have augmented the collaborative planning and identification of standards with classroom observational visits followed by group discussion, so for example, sixth, seventh and eighth grade teachers can sit in an AP English Literature and Composition classroom to hear and see what is expected of students in the 12th grade. These visits are followed by faculty sessions in which student work is reviewed and assessed collaboratively.

Over the past three years, we have been striving for personalized education in all of our classrooms. We have experimented with different models of classroom differentiation and technology use to ensure that students have the optimal resources for learning in accordance with their own needs. Having and using the Atlas platform assures that our teachers are tracking who is meeting standards and when. Using the growth mindset as teachers, we know which student have “not yet” met the standards, and can give feedback, reteach, reengage and regroup as necessary. The platform also allows us to give students and their parents actionable and explicit information about student learning.

We have trained administrators and department chairs in objective-focused lesson planning. Research for Better Teaching videos, planning and conferencing formats have been studied by our leaders responsible for classroom observation. Teachers have participated in BetterLesson coaching. This administrative and teacher training, along with the continued reliance on the Atlas/Rubicon curriculum mapping system has resulted in significant improvement in our unit and lesson planning, instruction and assessment, thereby leading to student success.

PART VII - NON-PUBLIC SCHOOL INFORMATION

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

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What is the educational cost per student? \$21818
(School budget divided by enrollment)
4. What is the average financial aid per student? \$12181
5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 8%
6. What percentage of the student body receives scholarship assistance, including tuition reduction? 14%