



Strategic Priorities in our Schools 2018



Agnor-Hurt Elementary School

Doug Granger, Principal

High Expectations for All

- **School-wide morning meetings**- Once a month, we have a community building focus and our overarching theme is "We're all in this together." **Special guests** included Rizumik, the former human beat-box champion of the world, who uses beatbox, hand percussion, and vocal improvisation in his teaching and Alex Zan, a local African American trailblazer who was part of integrating Lane High School. Monthly themes include "Dream Big," "We Work Hard Together," "Everybody Matters," and "Let your Light Shine". Students continue to reflect on this in their daily classroom morning meetings.



Eliminate Barriers that Perpetuate the Achievement Gap

- **SEAD Team**-Staff learns professional development around community engagement and how to better facilitate parent/community outreach. **The mini-library** installed at the Townwood trailer park that staff periodically restocks is an example of a success story.
- **Safe Brain Training**-Staff learns strategies for working with students with trauma.
- **T&T Dancers**: Students are working with our Gifted Resource Teacher as a part of the T&T Dancers. This group has performed in school in front of their peers, parents, and students from other schools.

Allow students to identify and develop their personal interests

- **PBL museum**--Every teacher at Agnor-Hurt received training with PBL this year, and every child displayed an artifact of learning in the front lobby. Students from every corner of our school community displayed their best work to an audience that mattered. One example from fourth grade is "13 Going on 30" in which students researched a profession including potential salaries and planned a real-life budget for their future lifestyle.
- **Field Trips**--we increased the number of field trips to build background knowledge for all students in an effort to decrease the "experience gap."

"I love my school because my teachers care for me and teach me a lot of nice things."--5th grade student

Tuesday Night Knitting Club for Hispanic/Latino Families: This is a chance for Latino Families to join one of our ESOL teachers for a knitting circle once a week. This event has provided an opportunity for us to build relationships in our community as families share their thoughts about our school with a teacher that they trust.





Baker-Butler Elementary School Steve Saunders, Principal

High Expectations for All

- **Design Thinking and Project-Based Learning** - Students and teachers use hands on learning to create high levels of student engagement while learning content in context.
- **Teacher Collaboration**— Teachers share students' progress using multiple data sources each marking period. This allow teachers to identify students who are members of achievement gap groups and to collaborate to develop individualized plans for any students who may be in need of personalized support.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Special Education Services**— A wide variety of special education service models provides supports to students with disabilities and increase their academic and social success.
- **Restorative Practices**—This proactive philosophy for student discipline allows students to take ownership of their behaviors, understand how their choices impact others in the community, and provides opportunities to make amends.

Allow students to identify and develop their personal interests

- **Student choice**— Students select how they want to present their learning during projects, which allows them to pursue their interests while deepening their skills.
- **After School Clubs**- Students have the opportunity to explore new interests such as running, learning foreign languages, developing their artistic ability, cooking, and conducting science experiments.



“Baker-Butler is great because the teachers work really hard to help us and to challenge us, and there are a lot of fun things we get to do. And everyone is really friendly here.” —Baker-Butler Fifth Grade Student

School highlight

Design Thinking—A multi-year, school-wide focus at Baker-Butler has been the development and implementation of Design Thinking. Design Thinking is a model of authentic problem solving that teaches students to become flexible, creative, and collaborative problem solvers. A focus of this work is solving school and community problems and includes elements such as empathy interviews and presentations of learning to school and community members. This program will continue to grow in years to come.





Broadus Wood Elementary School

Amy Morris, Principal

High Expectations for All

- **Professional Learning Communities**—Teams are using the “Seven Stages of PLC” to identify how their grade level PLCs can get stronger in their work to identify learning targets and develop plans for student success.
- **School-wide Morning Meetings**—Planned by students in a different grade level each month, these meetings are designed to build students knowledge of and commitment to school initiatives while also building community throughout the school.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Talent Development**—Gifted Resource Teacher is working with each classroom on a weekly basis to develop a standards-based genius hour activity to build curiosity and critical thinking skills for all students.
- **Backpack food program**—Around 40 students receive backpacks with food each Friday. This helps to lessen student stress as the weekends approach and also allows them to have a stronger start to the week when they return on Monday.

Allow students to identify and develop their personal interests

- **Design Thinking**—All students participate in genius hour activities using the Design Thinking model from the Stanford Design School. This uses an empathy model for designing projects to solve authentic community problems.
- **Authenticity**—Faculty members have been surveying students to determine ways in which they can make the learning activities in their course have more real-world authenticity for students.



“I’ve grown a lot in my learning this year.”

“In this school, you get options for learning.”

“We are given different ways to find out how we learn best and then get more opportunities to do that.”

“I like how if we have a problem, we sit down and figure it out together.”

“Every day I want to come to school to be with my friends, and because you get options of how you want to learn.”

School highlight

One School, One Book—The school participated in this program through which every member of the school community receives a copy of the book *The Lemonade War*. For some students, this was the first book they have ever owned. Having all members of the community read the book helps to build a more cohesive community and also allows for school-wide activities such as a partnership with Monticello High School in which MHS students created instructional videos for BWES students on how to run a successful lemonade stand.





Brownsville Elementary School

Jason Crutchfield,
Principal

High Expectations for All

- **Removal of tracked math sections in 3rd and 4th grade—** All students are in heterogeneous math sections that allow for flexible grouping to meet specific student needs for each unit.
- **Accelerated learning plans—** Students who begin a year below grade level have a personalized plan developed with a goal of more than one year's academic growth so that students begin to make strides in reaching grade level expectations. This plan should help to shrink the achievement gaps seen in some membership groups.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Talent Development—**Gifted resource teachers are training classroom teachers on alternative indicators of giftedness so that gifted identification becomes more equitable.
- **Engaging families—**In conjunction with the PTO, direct contacts are being made to families who traditionally have not engaged in school activities. All PTO sponsored activities, such as the fun fair, have removed all fees so that every student and family can participate

Allow students to identify and develop their personal interests

- **Community Problem Solving—**Fifth grade teachers have challenged students to find solutions to school problems—hallway traffic, mobile classroom placement, etc. Students study the problem and pitch ideas to school leaders.
- **Student Ownership—** Students have begun to take ownership of things like school tours for families who are new to the community and are considering sending their students to Brownsville.



“ I like Brownsville because when you are done with your work, you can do things that are different than other students.” --4th grade student

“Brownsville has the best teachers and friends.” --5th grade student

School highlight

The Hive Helpers Association—Students at Brownsville approaches school leaders this year with a desire to create a student government/leadership program. The students formed an inclusive group that began proposing and planning activities in the school. The first Brownsville Spirit Week will take place in May and is driven entirely by the work of this student leadership group. The program will continue to expand in future years at Brownsville.





Cale Elementary School

DeeDee Jones,
Principal

High Expectations for All

- **Goal Setting**—Teachers worked with students at Cale to set individual academic goals for the school year. These highly personalized goals were revisited throughout the school year so that students could monitor progress and see how their work was moving them toward their objectives.
- **Community Engagement**--Cale continues to make proactive efforts to build a strong relationship with all community members so that partnerships are formed to help the school and students meet goals.



Eliminate Barriers that Perpetuate the Achievement Gap

- **Culturally Responsive Teaching**—CRT became a school-wide effort this year. All teachers had regular professional development on how to acknowledge students' heritage, provide multicultural instruction, and engage families to build learning partnerships. Five staff members are applying for CRT certification, ten have committed to doing so next year, and six are applying for the CRT micro credential program.

Allow students to identify and develop their personal interests

- **Six-day schedule**—The school implemented a six day schedule rotation so that enrichment opportunities such as broadcasting, drama, choir, baseball and coding could be offered to students regularly during the school day.
- **After-School Clubs**—Using a grant from an anonymous donor, the school increased after school offerings of free after-school enrichment clubs that also provided transportation for students in need.

"I have enjoyed being a student at Cale, it is a place where students are taught to be respectful and how to be kind to others, I like how the teachers are nice and how the assistant principal made time to have lunch with us. I will miss Cale, but ready to go to middle school." —Cale Fifth Grade Student

School highlight

- **First bi-literate graduating class**—This year's fifth grade class marks the first group of students to have participated in the Spanish program since kindergarten. The students experienced a FLES program in grades K-1 and an immersion program in grades 2-5. Matriculating students took the STAMP test and performed at our above national averages in oral speaking, writing and reading. The program's deliberate focus on language has paid dividends for students in all areas of reading and writing.





Crozet Elementary School

Gwedette Crummie, Principal

High Expectations for All

- **Green Ribbon School**—Each grade level has integrated Crozet's quest to maintain Green Ribbon School status into their classrooms. Examples include the first grade kindness campaign and the fifth grade stream health study.
- **Literacy Support**—Crozet has adopted the Fountas and Pinnell Literacy program that provides assessment, classroom resources and intervention materials to help individualize literacy programs for all students in the school.

Eliminate Barriers that Perpetuate the Achievement Gap

- **WICOR strategies**—fifth grade teachers are implementing WICOR strategies with their students to ensure that all students develop the skills they need to be successful learners in elementary school and beyond.
- **Field Experiences**—The school has increase the number of learning experiences that take place outside of the classroom to help build cultural knowledge for all kids.

Allow students to identify and develop their personal interests

- **Genius Hour**—Third and fourth grade students have time built into their schedule to pursue personal interest projects. Examples of these include film making, building marble runs, and clay animation projects.
- **EDEP redesign**—A new EDEP director at the school has developed high-interest enrichment activities for students including STEM/Maker projects, farm visits, gardening and visits from wildlife centers.



"Crozet Elementary is like an old friend who is familiar and who is there for you when you need them."—Crozet Fifth Grade Student

School highlight

P-based learning—Crozet's P-based learning experiences revolve around their school theme of "Building community through curiosity and wonder." Every student at each grade level participates in at least one PBL experience each year. Examples include the first grade kindness project in which students send secret positive messages throughout the Crozet community, and the RIFFLE project in fifth grade in which students build sensors to measure the health of local streams and share their work with local government agencies.





Greer Elementary School

Robyn Bolling, Principal

High Expectations for All

- **Data-driven decision-making** - Greer has developed a comprehensive assessment system so that teachers know the strengths and areas of growth for all students throughout the year in order to determine the next instructional steps.
- **Family Events and Home visits** - Home visits have always been a valuable way to build and strengthen relationships between the home and the school. We have also invited parents to school-wide morning meetings, Thanksgiving lunch, and coffee chats in addition to our school events like the Fall Festival or Talent Show.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Response to Intervention** has been strengthened so that underachieving students are monitored more frequently than other students through data team meetings in order to continuously monitor interventions and check for academic progress.
- **Individual goal-setting** - goal-focused self-assessment with students fosters achievement by having them think critically about their own work and learning styles and moves students towards independent learning and engagement.

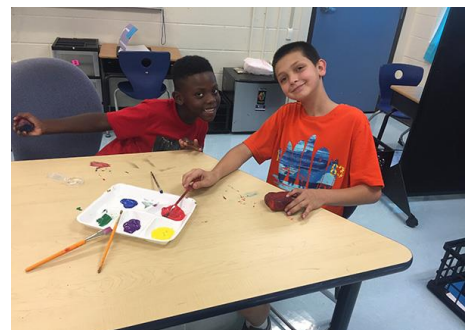
Allow students to identify and develop their personal interests

- **Clubs** - There are robust after school offerings for students including French classes, Robotics, and the Running Club. Other examples are a lasting partnership with the Charlottesville Ballet and the McGuffey Reading Center.
- **Project-, Problem-, Passion-Based Learning** - 100% of all students have a PBL learning experience in the school through the STEAM Lab, inspiring interdisciplinary learning.



“My favorite thing about the STEAM lab is working with a lot of people and using cords and stuff that I didn’t know how to use. Now, I do.” —Greer Fifth Grade Student

STEAM Lab-100% of students have access to PBL through the STEAM Lab. All K-5 students attend twice a month, or about eight times a quarter. The curriculum in the lab aligns with the science and math standards and allows for critical and creative thinking through project- and problem-based learning. One example is when students used “Arduinos,” or single-board microcontrollers, to help them build interactive objects that will either light up or move as part of the oceanography unit they are studying. In addition, students studied and created representations of ocean life.





Hollymead Elementary School

Nancy Teel, Principal

High Expectations for All

- **Arts Integration**—Classroom teachers and specialists are working together so that specials projects such as the third grade puppet show are connected closely to grade level standards, creating a cross-curricular focus for all students.
- **Building curiosity**—teachers spend time with students to help them identify and develop personal interests for activities like the school genius hour to provide interest-based explorations.



Eliminate Barriers that Perpetuate the Achievement Gap

- **Culturally Responsive Teaching**—CRT certified staff members are spreading this work to others in the building through ongoing workshops where we problem solve and plan to best meet student needs.
- **Field experiences**—trips, both virtual and real, enhance classroom learning and enrich lives. Students work on “failing up” and then go to a giant corn maze to experience it. Students design tiny houses and partnered with WAHS students to give input on real design.

Allow students to identify and develop their personal interests

- **Goal setting**—All student in the school develop their hopes and dreams at the beginning of the school year. Classroom teachers frequently circle back to these goals with students throughout the year.
- **Choice and Comfort**—Students have comfort and choice with projects, such as the tiny house and the ecosystem projects, and teachers help each student to become successful by scaffolding the lessons based on their needs.

Student quotes:

“Everybody here is nice. It’s a brand new life for me.” “We have a lot of good teachers who are nice and some are outgoing.” “I like how happy everyone is all the time.” “I like how the teachers don’t ever pick favorites.” “All the teachers are really amazing and are nice unless they have to be mean which is barely ever.” “I love this school because it’s a great school and I wouldn’t trade it for anything.” “People here are so kind, helpful, thoughtful, appreciative and grateful.”

We continue to provide a welcoming environment with high expectations.

- Heritage Festival where students and families share cultural highlights
- Community Service to be able to give back locally and live CARES
- Arts Integration so students learn content through unique ways
- Passion Based Learning opportunities
- We have increased the amount of daily recess





Meriwether Lewis Elementary School

Mike Irani, Principal

High Expectations for All

- **FLES Program**—The Foreign Language in Elementary Schools program now serves all students in grades K-2 with an expansion to grade 3 planned for next year. All students in these grades receive weekly French instruction.
- **Interdisciplinary Instruction**—Core teachers and specialists have worked to integrate their curricula so that work taking place in specials such as art and music are directly related to work taking place in students' core academics.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Special Education**—A new service delivery model focuses on more in-class support for students instead of traditional pull-out programs. This helps to build students' academic self-worth while also building classroom teachers' instructional capacity.
- **Collective Efficacy**—Structures that build staff collective efficacy, such as increased teacher voice in decision making, has resulted in increased PLC productivity and stronger vertical teaming.

Allow students to identify and develop their personal interests

- **PBL**—Every child is guaranteed two PBL experiences in each grade level. These experiences are designed to be authentic, and build on the natural curiosity of elementary school students.
- **After School Clubs**—the after school enrichment club experience at the school continues to grow. Popular programs this year included Girls on the Run and an Origami club.



“Teachers at Meriwether make learning easy and hard at the same time. They make tough stuff, fun.”—Meriwether Lewis Student

School highlight

Making an impact—The school this year placed a focus on developing empathy in students through authentic P-based learning experiences that allowed students to have a genuine impact on others. Examples of impacts this student-led work has had this year include school recycling programs, a revision of cafeteria rules and practices, redesigned outdoor learning spaces at the school, and campaigns to stop the use of microbeads in consumer products.





Murray Elementary School

Mark Green, Principal

High Expectations for All

- **Individualized Learning**—The entire Murray staff attended a conference on differentiation of instruction. This helped teachers develop strategies to set clear targets for all learners and develop scaffolded support systems so that all students achieve.
- **Low Entry, High Ceiling Task Design**—When developing learning activities, teachers ensure that students at any skill level can access the task, and that they are able to expand the complexity of the task based on student needs.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Talent Development**—The Gifted Resource Teacher leads a morning meeting in each grade level each week to build critical thinking skills for all students and to help identify each individual students' unique strengths.
- **Systemic literacy instruction**—Common practices in literacy instruction were strengthened this year to help ensure that the best practices for helping readers learn were used consistently in all classrooms.

Allow students to identify and develop their personal interests

- **PBL**—All grade levels this year are using P-based learning as the primary content delivery method for their students.
- **Student ownership**—Third grade students this year took ownership of the weekly parent newsletter. The students work together to develop the content of the newsletter and write all of the content that is sent home to parents.



“Murray is a great place to grow because in the Murray environment people always feel safe and appreciated.” —Murray Fifth Grade Student

School highlight

Fifth Grade Student Government—Fifth grade students at the school organized a mock government program. They created government branches, held elections, and wrote a constitution for their work. The students then interviewed teachers and students to identify ways in which the student government could help the school, leading to programs designing and organizing the school field day and creating a reading volunteer program. This culminating activity showcases the types of informed, active students that Murray hopes to produce each year.





Red Hill Elementary School

Art Stow, Principal

High Expectations for All

- **How we use and collect data**— At every PLC meeting, data is used to analyze student progress, establish individualized goals, increase accountable talk, and to craft instruction to match the rigor of the SOL standards.
- **Learning Targets:** Teachers rewrite SOL standards as learning targets in student friendly language. This gives students clarity on what they are learning and teachers give direct feedback that promotes deeper understanding and metacognition.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Data coach**—The Red Hill data coach has allowed teachers to better understand how to use and interpret data to see student progress. Evidence of progress for all students helps to foster teachers' sense of personal and collective efficacy.
- **Mentorship**—Every staff member mentors a group of students in the school. They monitor students' academic and social development, build supportive relationships, and push to high levels of achievement. This was especially important this year.

Allow students to identify and develop their personal interests

- **Passion Projects**—Students have selected and identified projects that help to solve problems both inside and outside of the school. Examples from this year include a website for helping the homeless and a student-led canned food drive.
- **Coding**—The school media center along with a Learning Technology Integrator offered coding projects for students. Often students would choose to code during their lunch or recess periods, showing their strong interest in this work.



“At Red Hill teachers push you to learn, they motivate you and help you keep outta trouble.” —Red Hill Student

School highlight

Welcoming new students—Over forty students transitioned from Yancey Elementary School to Red Hill this fall. Community building for students was a strong focus, beginning in the spring of 2017 and continuing throughout the school year. The school's Responsive Classroom program helped to quickly make all newcomers feel at home and a part of the Red Hill community. Students quickly made new friends and the school became a richer place with the addition of our new students.





Scottsville Elementary School

Sharon Amato-Wilcox,
Principal

High Expectations for All

- **Professional Learning Communities**—PLC groups work together to develop pre-assessments and to analyze student data to make the best use of flexible grouping practices. These practices allow students to be taught grade level standards in a way that is most meaningful and productive for their individual needs.
- **Partnerships**—Boys and Girls club staffers observed classes at the school so that their tutoring programs could better support the work that is taking place in classrooms.

Eliminate Barriers that Perpetuate the Achievement Gap

- **B-BASE**—This program, run through the Special Education department, provides structured support for students with behavior challenges. The program allows students to spend more time in class, while getting the supports they need around positive behavior management.
- **Flexible scheduling**—School schedules are designed to be adaptable so that needs of individual students can be met in multiple ways.

Allow students to identify and develop their personal interests

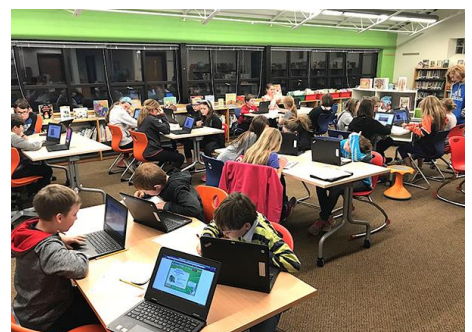
- **Expanding Club Program**—Opportunities for after-school enrichment are expanding to include a garden club, a dance program, a 4H partnership and a partnership with the Boys and Girls Club. All students in the school are eligible to participate in the enrichment programs.



“This school is amazing! It helps us learn and we do many things. Our school is nice to everyone and we work together.” —
Fourth Grade Student

School highlight

Welcoming new students—Scottsville welcomed a large new group of students to the school this year. The transition began last spring with a school picnic, continued in the summer with the school summer enrichment program. At the beginning of the year significant time was spent developing relationships which was supported in large part by the school’s Responsive Classroom program. Students have made the transition well and have developed strong relationships within their new school.





Stone Robinson Elementary School

Kristen Williams, Principal

High Expectations for All

- **A Growth Mindset** - Staff studied the power of having a growth mindset, which led to a deeper understanding for how a teacher's daily interactions with students can impact how they view themselves as learners.
- **Culturally Responsive Teaching** - A focus group was formed and provided professional development on how to empower students academically and socially through the use of cultural referents in their teaching

Eliminate Barriers that Perpetuate the Achievement Gap

- **Gifted Services** —A focus has been placed on talent development at the school. We are moving toward a gifted services model that increases collaboration between classroom teachers and the gifted resource teacher and emphasizes the delivery of gifted services to all students, not just to those identified.
- **Enrichment Opportunities**— Several enrichment opportunities that traditionally would have taken place after school have been moved to the school day so that all students have the ability to participate. Transportation has also been provided for after school activities so that it is no longer a barrier to participation.

Allow students to identify and develop their personal interests

- **PBL**—Passion and problem based learning have become an integral part of student learning. Exemplifying this, a first grade student submitted a proposal for starting a student published school newspaper. Second grade students developed a school wide awareness program about the dangers of food allergies in support of their classmates suffering from serious allergies.
- **VA Film Festival**— 36 students participated in the festival, marking the first time SRES grade level teams participated together. Students are now creating other films to pursue their passions.



"It always feels like you are a part of something, like you are in a community. Everyone is friendly and helpful. The teachers are always making it really fun, so people want to come. We want to be here. I have learned a lot since kindergarten, so I owe it all to my teachers."

4th Grade Student, Stone-Robinson Elementary

School highlight

"S" is for Stone-Robinson—Third grade students wrote, illustrated and published the book *S is for Stone-Robinson* this year. The book was sold at an event at the Charlottesville Barnes and Noble and all proceeds were used to support victims of the hurricane that hit Puerto Rico. This is just one of many examples of student-driven work that is used to solve community problems. The students generated this idea, worked with their teacher to bring it to life, and have made a meaningful impact on a world-event.





Stony Point Elementary School

Andy Johnson,
Principal

High Expectations for All

- **Building Relationships**—as a part of their Responsive Classroom training teachers participated in professional development opportunities using a mentor text for consistent, positive responses to common classroom behaviors. At Stony Point all staff work together to make positive connections with students.
- **Student choice** is high on the list of expectations for all at Stony Point. Students are given choices in their learning experiences and classroom environments. Taking responsibility for the choices we make is important in laying foundations for independent learning.

Eliminate Barriers that Perpetuate the Achievement Gap

- **B-base program**—This behavior support program provides students and teachers with strategies and resources to help foster positive change in student behaviors. The program focuses on teaching students social emotional skills that support independent learning.
- **Therapeutic Day Treatment**—Through a partnership with Region Ten, a TDT counselor works with teachers and their students who are in need of support strategies that will enable their success in school.

Allow students to identify and develop their personal interests

- **Enrichment activities**—The school librarian worked with teachers across the school to provide enrichment and extension activities based in literacy and curriculum. Opportunities for enrichment also were expanded to include an after-school dance club and opportunities for students to work in a variety of gardens.
- **PBL**—Each classroom developed a PBL project once per quarter, this work was a great way to advance our maker work through increased opportunities for problem solving, critical thinking, creativity, empathy and collaborative learning.



“Something I learned is that we all to work together.”

Student reflection after K-5 fall balloon maker project in library.

School highlight

Social/Emotional Learning—This year at Stony Point a significant emphasis has been placed on developing opportunities and instructional activities to build students’ experiences with social and emotional learning. All staff members were trained in Crisis Prevention Institute’s non-violent crisis interventions. This training provides staff members with strategies to de-escalate and regulate crisis situation behaviors in students to build stronger relationships and allow students to more quickly rejoin their classes.





Woodbrook Elementary School

Lisa Molinaro, Principal

High Expectations for All

- **Foreign Language in Elementary School (FLES)**—is in the second year of implementation in grades K-2 and provides 120 minutes of Spanish every week.
- **Family engagement**—In response to August events, we set up a series of parent panels, in which staff members and families engaged in conversations about race and school values in order to build relationships with all members of the school community. A parent survey contributed important information to inform the discussions and **culturally responsive staff** members from the school and from central office developed the questions.



Eliminate Barriers that Perpetuate the Achievement Gap

- **Multi-age instruction**—highlights the ability of teachers to see students through a wider lens, not just through grade level standards. Students are building a strong sense of belonging and engagement while learning how to think creatively and critically, to become leaders and followers, and to problem-solve.
- **Transportation** provided for after school clubs and after school tutoring through Intervention and Prevention funding.
- **PTO** contributes \$500 annually towards each grade level field trip opportunity to ensure all students can participate.



Allow students to identify and develop their personal interests

- **PBL model**—staff redesigns curriculum to provide greater choice for students to understand and master standards. The second grade has a student exhibit night every nine weeks for students to share their learning with their families.
- **Field Trip Experiences**—provide learning and experiences outside of the school. First grade researches animals at the zoo while the fifth grade takes a trip to congress as they study government.
- **Enrichment programs**—95% of kids participating in after school enrichment clubs that are passion-based.

Woodbrook Renovation Project—the modernization and renovation project highlights new and innovative spaces for multi-age instruction and personalized learning to take place. The completed expansion project will include sixteen additional classrooms, outdoor learning spaces, an outdoor amphitheater, and a new fitness room that will nearly double the capacity of the school.





Burley Middle School

Jim Asher, Principal

High Expectations for All

- **Electronic Portfolios**—All students have created an electronic portfolio of their work using google sites. The portfolios are used both as an archive of exemplary work and for students to help explain what and how they learned during the school year.
- **Special Education**—Plans are in place to redesign the special education service delivery model, removing collaborative classes and providing academic support to better ensure all students are accessing the grade level curriculum.

Eliminate Barriers that Perpetuate the Achievement Gap

- **A-Base and B-Base programs**—These programs will be designed to provide supports for students with autism and students with behavioral challenges so that time out of class for inappropriate behavior is minimized and strategies for success are emphasized.
- **Vocabulary program**—A school-wide tiered vocabulary program has been developed to ensure all students develop an understanding of key, content specific terms in all of their classes.

Allow students to identify and develop their personal interests

- **Spanish Immersion**—Professional development is taking place to prepare for sixth grade immersion classes in US/VA History and Science 6 as immersion students from Cale prepare to move to Burley next school year.
- **PBL**—Every teacher has implemented at least one PBL activity with each of their classes that allow for authentic learning opportunities and student choice in their learning.



“The arts program at Burley has opened my eyes and helped me fulfill my love for music. The music teachers here are truly phenomenal.” —Burley student

School highlight

STEP Program—The STEP program has been developed and implemented this year with a goal of reducing suspensions and recidivism rates for disciplinary infractions. When students commit an offense that would have resulted in an out-of-school suspension in the past, they are instead invited to participate in the program during their suspension days. The program provides both academic and social-emotional support to catch a student up on work, build relationships with an adult in the building and provide strategies for challenging behaviors in the future.





Henley Middle School

Beth Costa, Principal

High Expectations for All

- **Condensing of Math 6 levels**—Standard and Advanced sections of Math 6 have been combined into one level. Teachers use pre-assessments to group and regroup students for each unit based on their individual needs.
- **Social Contract**—All students in the school worked together to develop a school-wide social contract of values that are important to all stakeholders in the school. The contract is the basis for the school-wide values and discipline program

Eliminate Barriers that Perpetuate the Achievement Gap

- **Equity team**—Seventh and eighth grade students joined the Henley equity team along with faculty representatives. This group initiates community conversations and works to find solutions to equity issues in the school.
- **Grade Level Teams**—All students are assigned to a team of grade level academic teachers. Teams meet regularly to discuss student academic, social and behavioral success and work to find solutions for struggling students.

Allow students to identify and develop their personal interests

- **Passion Projects**—Students at all grade levels participated in passion-based learning projects. Many projects worked to solve community problems and included such areas of focus as donating sports equipment to impoverished countries, raising awareness of mental illness and depression, planning community activities such as a color run and a three-on-three basketball tournament.



“During my 8th grade Change project, I researched and explored mental health. I feel like more people need to know that mental health issues are more of a daily struggle and we can’t be afraid to talk about it. I was familiar with the stigma around mental health, but the project enabled me to bring light to something that is really dark.”—Henley Student

School highlight

Student Advisory—Henley launched a school-wide advisory program this year. Students meet with a mentor teacher three times a week to build community, ensure that all students feel valued in the school, and ensure that all students have a trusted adult available to them in the building. Advisory lessons began as teacher driven, but have transitioned through the year to be student-led programs. An example of this work can be seen in a student-developed, cross-grade level field day experience that took place in April.





Jack Jouett Middle School

Kathryn Baylor, Principal

High Expectations for All

- **AVID-** Jouett continues to be a certification school for Advancement Via Individual Determination, which promotes school-wide implementation of writing, inquiry, collaboration, organization, and reading (WICOR)
- **Culturally Responsive Teaching and the Brain-**through a book study, including reflective practices and discussion, staff began a journey of personal growth to address their own biases in order to move students from dependent to independent learners.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Daily classroom meetings** provide an opportunity for students and teachers to build strong relationships in an atmosphere of respect and trust. Students are able to express their views on a wide range of topics that center around character education. The positive effects are felt throughout the building.
- **Young Women and Young Men's Leadership Programs-** UVA undergraduates combine one-on-one mentoring with group activities that address sense of self, scholastic achievement, peer relationships, and healthy decision-making, to empower students as leaders.

Allow students to identify and develop their personal interests

- **School Clubs:** The award winning Windpower Team has won national competitions building wind turbines. The Broadcast Team gives students the opportunity to plan and manage the morning announcements. The Model UN and the World Peace Games are opportunities for students to develop leadership skills and creative and critical thinking.
- **PBL-**Every student has had multiple experiences with Project-, Problem-, and Passion-Based Learning through their core teachers, at all grade levels.



Jouett "is very diverse, and everyone is kind and accepted for who they are. The teachers help us learn in a fun way so that we don't have to just be doing worksheets all the time." -6th grader

Short-Term Education Program, or STEP, is designed to replace out of school suspensions. A goal of the program is to increase the level of support that students feel with adults in the school and to make sure they get the support they need academically. Students remain in school with a teaching assistant who helps them with schoolwork, but also talks to students about what happened to cause them to be in STEP and provides activities related to Mindfulness and Positive Psychology.





Sutherland Middle School

Brandi Robertson,
Principal

High Expectations for All

- **PBL**—All students have participated in multiple p-based learning activities across multiple content areas, including elective classes.
- **Professional Learning Communities**—PLCs continue to focus their work on setting collective goals for student achievement, developing assessments to measure the goals, and working as a team to monitor and adjust through the Plan, Do, Study, Act model ensuring that all students are achieving at high levels.

Eliminate Barriers that Perpetuate the Achievement Gap

- **AVID**—The AVID program expanded this year to include all three grade levels at Sutherland. In addition, SMS expanded the number of teachers who are trained in AVID strategies so that all students benefit from the WICOR strategies.
- **Flexible Scheduling**—Intervention work was adjusted so that students could receive support during core instructional or designated intervention time so that they do not miss time from elective courses.

Allow students to identify and develop their personal interests

- **Naviance**—All students used tools such as the strengths explorer and career interest survey to begin learning about who they are, what type of learner they are and what career pathways exist that may hold some interest for them in the future.
- **Developmental Designs**—This program was implemented for all students three days each week with the goal of building stronger relationships and community among students.



“Sutherland’s atmosphere is different than other schools. It’s more like a family. Everyone knows each other and says hello. It is not as open as a high school in terms of freedom, but not as little as elementary school. My favorite class has been my math class this year with Ms. Holmes.” —Eighth Grade Student

School highlight

Reimagining Geometry—Geometry classes, traditionally taught for a full block every day are now taught every other day. On the second day that was traditionally reserved for geometry students participate in a real world problem solving activities that use real world geometry applications as a lens. One example of the types of work students are doing in the program is an iterative stadium design process in which they met with architects, staff from the JPJ arena and others, prior to creating their own blueprints for new stadium concepts.





Walton Middle School

Josh Walton, Principal

High Expectations for All

- **Modernized science labs—**
The newly modernized science spaces allows for more classroom collaboration and student-centered learning. Students work in heterogeneous groups toward common, high-level instructional goals.
- **Restorative Practices—**
Implementing a restorative practice approach to school discipline attempts to solve problems at their root cause, rebuild relationships after a disciplinary issue, and keep students in class instead of being suspended.

Eliminate Barriers that Perpetuate the Achievement Gap

- **Flexible Scheduling—**
Flexibility in the schedule allows students who need additional time for academic interventions to not have to have those interventions at the expense of their elective classes.
- **Rise Together—**This tutoring partnership developed with the UVA iLab provides tutoring and mentoring to all students in the Achievement Via Individual Determination (AVID) program, which aims to send first generation college students to school.

Allow students to identify and develop their personal interests

- **PBL—**All students will have two PBL experiences during the 2017-2018 school year. Students voice and interest play a significant role in the development of these experiences.
- **Enrichment Activities—**
School-wide enrichment activities such as rocketry, fitness and art clubs are being offered during the school-side intervention period. All students have the opportunity to participate in these programs during the school day.



“There are a lot of opportunities to get involved like SCA, Ambassadors, and athletics. Students really get to have a voice.”—Walton Student

“Walton has a great environment. I feel really close to the community. Everyone is welcoming and the teachers are really nice.”-Walton Student

“Our school has great musical programs. We offer guitar, which is non-traditional and allows more students to get involved.”-Walton Student

School highlight

Project Dream—Developed in conjunction with the PHAD (promoting healthy adolescent development) Lab, this program aims to identify and support students in their social and emotional growth. Students who are identified for the program are paired with adult mentors—teachers, community members, relatives, etc.—and spend two hours a week in mentorship activities for a six week period. This program has served a significant number of Walton students this year and has helped to build their social-emotional learning skills.



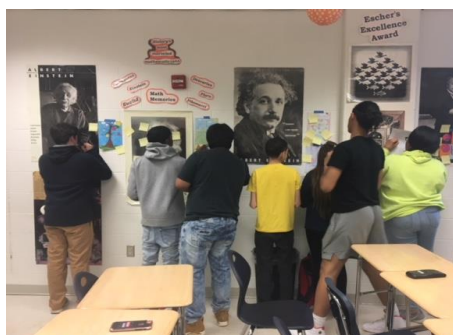


Albemarle High School

Jesse Turner, Principal

High Expectations for All

- **Peer Tutoring Center**-began as a writing center and expanded to all subjects, open every period of the day, and before and after school. The center promotes a positive school culture through student interactions.
- **Restructuring standard-level course offerings** in order to raise the bar for all students.
- **AVID**-now in the 8th year and 100% of our students graduate with postsecondary plans.
- **World Languages**-have increased bi-literacy seals through the Teaching Proficiency through Reading and Storytelling model.



Eliminate Barriers that Perpetuate the Achievement Gap

- **RAMP-certified school counseling department**- one of twelve Virginia high schools to achieve this certification that shows counselors are committed to making data-informed decisions to improve student academic and social emotional needs.
- **National Society of Black Engineers** is a partnership with UVA that provides engineering and technology experiences through teamwork and mentorship activities.
- **Intervention Time**-built in intervention during the school day for students identified through PLC data meetings.

Allow students to identify and develop their personal interests

- **TEAM programs** offer students an opportunity to experience high school through an interdisciplinary focus rather than a traditional eight-period day.
- **PATS Desk**-student help desk for any and all technology needs.
- **STEAM Pathways**, which allow students to pursue their passions in arts, letters, or technology, providing students with rigorous coursework related to their electives and capstone projects.
- **Fine Arts**-For the last 13 years, Blue Ribbon School for performing arts.

"Albemarle is a better school than it was four years ago. I used to be really timid and shy, but the guidance department supported me a lot in my junior year and it helped me come out of my shell." – Senior, AHS

"Opportunities at Albemarle like Peer Tutoring have helped me to be more confident in who I am and take on leadership roles." – Senior, AHS

The "Let 'Em Shine" Project allows students in American Fusion classes to study the meaning societies give monuments and why those societies memorialize certain people and groups. The goal is for the students to envision a new monument to a person or group not typically honored or memorialized in the area. Albemarle County is one of 10 school divisions nationwide to be selected for the grant.





Monticello High School

Rick Vrhovac, Principal

High Expectations for All

- **CAP Project**—All members of the senior class participate in this culminating project. In teams, they choose a community issue they would like to study and impact in a positive way. They meet with professionals in their chosen field and present their solutions to a panel at the school.
- **Southwood Outreach**—Each year a community picnic is held in the Southwood community to build relationships between the community and the school to help drive student success.

Eliminate Barriers that Perpetuate the Achievement Gap

- **AVID**—Serving nearly 100 students each year, the AVID program develops the academic and social skills that students need to be successful first-generation college students.
- **Flexible Scheduling**—Schedules at the school have been modified on Fridays so that bi-monthly club time can be built into the schedule. This allows for greater access to students who may have financial or transportation barriers to participation after school hours.

Allow students to identify and develop their personal interests

- **Expansion of student clubs**—the club program has been expanded to include such opportunities as a bee keeping program, and a bluebird club that has worked with Stone Robinson Elementary School to build bluebird habitats on the SRES campus.
- **Expansion of elective offerings**—Over 70 students have signed up for a new food science elective that combines culinary arts with food science into one, interdisciplinary experience for kids.



"Monticello is such a diverse school. It has allowed me to work with a variety of students, which has shaped me into a better person."—Monticello Student

"Monticello is not a school to me. It's my family. It has nurtured me and helped me grow into the person that I am today."—Monticello Student

School highlight

Authentic Student Impacts—An example of how Monticello students are making an impact within and beyond their school walls can be seen in the work of a twelfth grade student who saw a need to expand mental health services in our schools. This student formed a group who successfully petitioned the ACPS school board to increase SAP counselors in our schools, while also successfully lobbying local General Assembly members to mandate increase support for mental health programs in our schools throughout the state.





Murray High School

Chad Ratliff, Principal

High Expectations for All

- **Maker-infused science**— Science courses at Murray adopted a maker curriculum focus this year at Murray. All students used high-tech advanced manufacturing tools such as laser cutters and 3D printers for a hands-on science experience.
- **Community Impact Day**— Students studies local non-profit organizations and selected one to join for a day of volunteering to help make a positive impact on their community.



Eliminate Barriers that Perpetuate the Achievement Gap

- **Alternative pathways to credit**—Students at Murray have developed self-directed courses in areas such as drama and entrepreneurship whose curriculum was co-constructed with a staff member following a model similar to the UVA iLab.
- **Community-Based Learning**—Opportunities for authentic experiences have expanded at the school with students partnering with such agencies as the local police department and local farms to earn credit.

"I like the flexibility to design assignments around my personal interests and the sense of community we have at Murray. Students have a voice here and that means a lot to me." --first-year Murray student.

Allow students to identify and develop their personal interests

- **MIT Partnership**—Murray is one of twenty schools selected to work with MIT to build an open, online resource for educators to start maker programs throughout the country by developing a bank of resources with lesson plans and innovative ways to use maker equipment.
- **New electives**—The school began expanding art and design-oriented options this year with the addition of programs in Music Productions and Industrial



School highlight

Looking to the Future— Murray is returning to its roots as a school focused on providing students with more agency, control, and influence over their education in order to foster intellectual curiosity, social-emotional development, and community impact through inquiry and the arts. Through community and research partnerships and pilot programs, Murray aims to serve as a "lab school" for initiatives aligned with Division mission, vision, and goals.





Western Albemarle High School

Darah Bonham, Principal

High Expectations for All

- **Interdisciplinary Instruction**—Building on its 11th grade American Studies program with the launch of the 9th grade Global Studies curriculum, WAHS has demonstrated a strong commitment to authentic, interdisciplinary instruction for all students in two grade levels.
- **Problem Solving**—Statistics classes shifted their focus to real-world problem solving for students. Students worked to solve authentic challenges and pitched ideas for the TomTom Festival.



Eliminate Barriers that Perpetuate the Achievement Gap

- **Summer Assignments**—After studying the long standing practice of assigning summer work, the school decided to stop requiring students to complete work for specific courses. Given the value in having students explore and learn over the summer, WAHS will have a team of teachers look for positive ways to provide opportunities for summer enrichment.
- **Algebra I Redesign**—All Algebra I students are in one cohort and team taught by four teachers with a focus on real-world problem solving.

Allow students to identify and develop their personal interests

- **Let 'em Shine Grant**—110 students participated in this grant in which they studied local and regional history to pitch ideas of what elements of a region's past should be memorialized and how.
- **Read to Learn Project**—Seniors identified a personal area of interest for deep study throughout the year. This project culminated with an authentic product shared at an exhibition event attended by community members and fellow students.

"I liked that we got to focus on something we selected and that we could really change. It was more than just researching to get information." - *Sophomore Student after Persuasive Writing and Research Project in English*

"By writing a letter to my Congressman, I felt like I was doing more with the research I had done. I had learned a lot and had a lot to say and share." -*Junior Student after Issue Research Project in Sociology*

School highlight

Student Empowerment— WAHS has focused on providing a range of opportunities for students to have a genuine impact on school policies as well as be involved in local, state and national issues. Examples of this can be seen in the work students have done petitioning the school board and General Assembly for additional mental health resources, in the school equity teams that have been created, and in class projects where students explore school issues such as increasing opportunities in the fine arts and present possible solutions to stakeholders.

