

Jefferson-Houston: A Profile

April 2, 2013

Staffing Breakdown

How long have our administrators and teachers been in place?

- *Principal Rice-Harris is in her second year at Jefferson-Houston. She took over as part of the Superintendent's Transformation in the summer of 2011. She has been principal of a K-8 school, has experience with Success for All, and has been principal of a charter school in Washington, DC.*
- *Jefferson-Houston has had 50% staff turnover in the past two years. All of our teachers have master's degrees, and all, but one, are experienced teachers. While screening candidates for Jefferson-Houston the administration focused on those with experience at turn-around schools and high poverty schools with similar demographic profiles.*

Instructional Programs

How do we teach reading, writing, math?

- *International Baccalaureate (IB)* - All of our instruction is driven through the International Baccalaureate (IB) Primary Years Program (PYP) and Middle Years Program (MYP). We have an IB coordinator on staff, and we are in the final candidacy status with IB. Reviewers from IB came for an official visit in December 2012. We will hear about our authorization as an IB/PYP school later this spring.
- *Reading* - In grades K-5, reading is taught through the Success For All model. With our extended day, students receive two literacy periods daily, 90 minutes from 8:00-9:30 am, and one hour from 3:00-4:00 pm. Learning is interactive and student focused. Students are grouped according to reading level, not grade level. They are assessed regularly for growth and move into higher reading groups as they progress throughout the year. This approach encourages students to work hard and collaboratively. In grades 6-8, teachers will supplement the curriculum guide's instructional approach to meta-cognitive and academic vocabulary strategies learned in the primary grades through SFA.
- *Math* - Our math instruction is currently being reviewed and enhanced by our consultants at American Institutes for Research, led by Dr. Steve Lienwand, a national expert in mathematics instruction. ACPS has developed and implemented a rich curriculum over the past three years, and this is the basis for our mathematics instruction.

Special Education Philosophy

- *Inclusion* - Every Jefferson-Houston teacher is enrolled in Skillful Teacher and the special education teachers get additional support from inclusion specialists who conduct observations, model lessons and co-plan with our staff.
- *IEPs* - On a quarterly basis we review progress on IEP goal and objectives and look for ways to include each student in a general education environment as much as possible.
- *Extensive Offerings* - Jefferson-Houston hosts a division wide program for students with multiple disabilities. These students have significant physical as well as developmental disabilities. These students are supported by teachers, paraprofessionals and nurses as they develop functional living skills as well as work to meet the academic goals and objectives on their Individualized Education Plans

Instructional Leaders

Who is on it, what roles do they play, how do you develop teacher leadership

- *Principal* – Rosalyn Rice-Harris -Instructional leader, selection and evaluation of staff, professional development
- *Principal on Assignment* – Mark Eisenhour - new building project, internal lead partner, community outreach
- *Assistant Principal* – Helena Payne-Chauvenet – Selection and evaluation of staff, master schedule, professional development, testing
- *Admin Intern* – Deberry Goodwin -Evaluates encore and middle school staff, lead for school climate and student discipline
- *IB/PYP/SPED Coordinator* – Kermit Burks, reviews all IEPs, ensures compliance with IEPs, prepares school for IB/PYP implementation
- *School Improvement Coach* – Ginja Canton – tracks data for all students, conducts weekly data meetings with staff, maintains School Improvement Plan in Indistar
- *Instructional Coaches*
- *ELA* – Andrea Heckel, Stacy Kennedy
- *Math* – Kthethuie Mdluli

**The coaches co-plan with teachers, review lesson plans, model lessons, analyze individual and class data, monitor Success For All implementation

School Improvement Plan

How are we getting there?

The Indistar Plan guides, chronicles and monitors our school improvement work. The plan encompasses the following:

- *School Education Plan (SEP)* - Over the summer of 2012 we updated our School Education Plan (SEP), which we used (with state permission) as our school improvement plan during the 2011-12 school year.
- *Corrective Action Plan* - We used our SEP as the basis for our initial Corrective Action Plan which we developed in November of 2012.
- *A.I.R. Audit* - When our External Lead Partner, A.I.R. came on board in January they conducted an overall audit with a focus on math instruction. The audit was used as a starting point for the Corrective Action Plan developed by A.I.R. and the staff of Jefferson-Houston. Finally, elements from all of these plans are included in the Indistar school improvement plan that was reviewed by the VBOE in February.

Assessment Practices

What is our district or school based approach, formative, how do they influence instruction?

- *SRI/SMI* – State-approved metrics for reading and math
- *CRTs* - ACPS is using CRTs to assess student mastery in mathematics and reading. CRT data is gathered in the late fall and spring, and teachers develop enrichment and interventions based on student needs.
- *SFA* - At Jefferson-Houston, the SFA program requires continuous, formative assessment. Student mastery is reviewed by teachers weekly, interventions are put into place. Every eight weeks, students are assessed and advanced to the next level as they master their reading goals.

Character Ed Programs

- Positive Behavior and Intervention Supports (PBIS)
- Uniform policy to promote school spirit and a sense of pride about being a Jaguar.
- Work of school counselor and social worker is supplemented by Dominion Day and Youth For Excellence and Action contracted employees who provide individualized mental health support to our students.
- Jefferson-Houston has experienced 66% decrease in discipline referrals from the same time period (September to January) during the 2011-12 school year.