

# Together We ROAR





# Jefferson-Houston PreK-8 IB School

*1st Quarter*

*Community Update*

*November 20, 2019*

Welcome!



# Framing the Learning

## **Purpose**

- To update our community on Jefferson-Houston's progress toward our School Improvement Plan Goals
- Ensure transparency around our progress

## **Essential Question**

- Are we on track to achieve our goals?



# Agenda

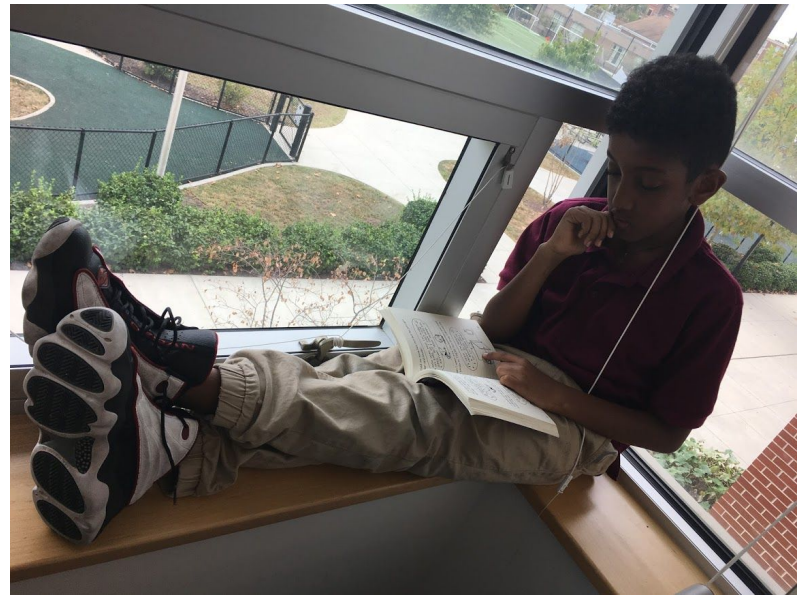
- School Improvement Plan Overview
- Math and ELA Goals and Action Steps
- International Baccalaureate Update
- Student and Staff Support Goals and Action Steps
  - Last year versus this year
  - Mentoring and new teacher supports
- Questions and feedback



# Tonight's Structure

Pre and Post: Know, Want to Know, Learned (K,W,L)

During: Notice and Wonder







# Know, Want to Know

What do you already **know** about our progress so far this year?

What do you **want to know** about our progress so far this year?

Take 3 minutes to make notes on your stickies and place them on the appropriate poster. We we address the “**want to knows**” throughout the presentation.



# School Improvement Plan

Accreditation overview and Current Goals

## ACCREDITATION

2019 Accreditation Status: **Accredited**

Accreditation Status Last Year: **Accredited with Conditions**

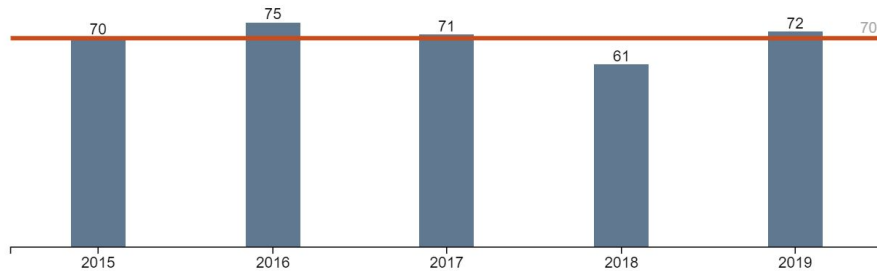


# School Improvement Plan

## Accreditation Overview and Current Goals

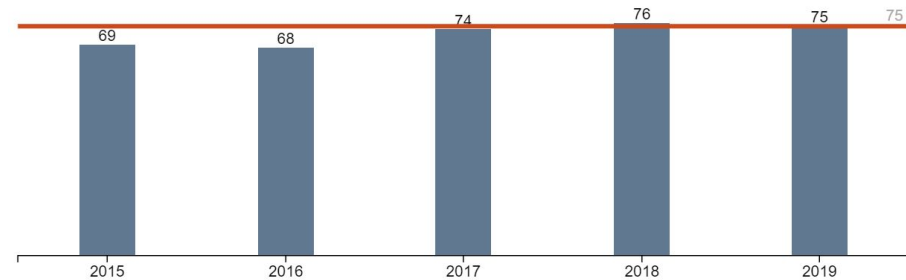
### Mathematics Academic Achievement: All Students

The school quality indicator for academic achievement in mathematics provides equal credit for students who pass state mathematics tests and for non-passing students who showed significant improvement.



### English Academic Achievement: All Students

The school quality indicator for academic achievement in English provides equal credit for students who pass state English tests and for non-passing students who show significant improvement.







# School Improvement Plan

## English SOL Performance

| <b>Student Group</b>          | <b>Pass Rate<br/>2015</b> | <b>Pass Rate<br/>2016</b> | <b>Pass Rate<br/>2017</b> | <b>Pass Rate<br/>2018</b> | <b>Pass Rate<br/>2019</b> |
|-------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Black                         | 65%                       | 61%                       | 69%                       | 67%                       | 65%                       |
| Economically<br>Disadvantaged | 65%                       | 62%                       | 72%                       | 73%                       | 67%                       |
| Hispanic                      | 83%                       | 75%                       | 78%                       | 82%                       | 82%                       |
| Students with Disabilities    | 48%                       | 53%                       | 56%                       | 50%                       | 52%                       |
| White                         | 71%                       | 93%                       | 97%                       | 96%                       | 95%                       |



# School Improvement Plan

## Math SOL Performance

| <b>Student Group</b>          | <b>Pass Rate<br/>2015</b> | <b>Pass Rate<br/>2016</b> | <b>Pass Rate<br/>2017</b> | <b>Pass Rate<br/>2018</b> | <b>Pass Rate<br/>2019</b> |
|-------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Black                         | 63%                       | 71%                       | 64%                       | 48%                       | 63%                       |
| Economically<br>Disadvantaged | 63%                       | 73%                       | 68%                       | 55%                       | 69%                       |
| Hispanic                      | 88%                       | 85%                       | 74%                       | 71%                       | 77%                       |
| Students with<br>Disabilities | 54%                       | 60%                       | 54%                       | 39%                       | 45%                       |
| White                         | 84%                       | 85%                       | 94%                       | 82%                       | 85%                       |



# School Improvement Plan Goals

## Reading

- Black students' achievement will increase from a proficiency rate of 49% in 2019 to 65% in reading on the 2020 SOL.
- Students with Disabilities will increase from a proficiency rate of 28% in 2019 to 51% in reading on the 2020 SOL.

## Math

- 3rd - 8th grade Students with Disabilities achievement will increase from a proficiency rate of 30% in 2019 to 46% in math on the 2020 SOL.
- 3rd - 8th grade Black students' achievement will increase from a proficiency rate of 50% in 2019 to a 62% in math on the 2020 SOL.

## Staff Support

- 80% or more of staff report that they feel supported by school leadership according to monthly surveys.



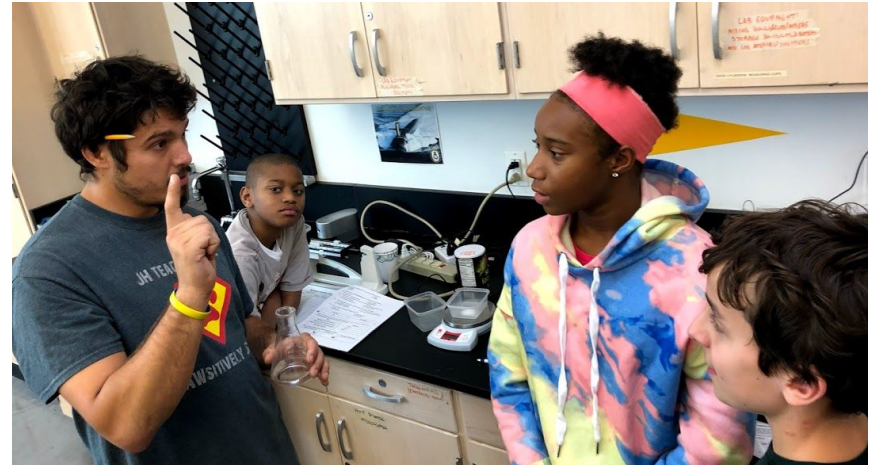
# What do you notice? Wonder?

Review the information just shared.

Talk as a table:

- What do you notice?
- What do you wonder?

Table groups share out.





# School Improvement Plan Strategies

## Reading and Math Achievement

- Strong Tier I instruction
  - Guided reading, Focused Note Taking
  - Math number sense routines
- Effective Interventions and Data Tracking



## Teacher and Student Support

- Multi-tiered Systems of Support
- Jaguar Advanced Mentoring and Support (JAMS)
- Community Collaboratives



# Starting Data

## Beginning of Year Interventions

| Total enrollment | Grade | Number of Students in ELA intervention | % of grade in ELA intervention | Number of Student in Math Intervention | % of Grade in Math Intervention | % of students Tier I |
|------------------|-------|--|--------------------------------|--|---------------------------------|----------------------|
| 74               | K     | 18                                     | 24.32%                         | 10                                     | 13.51%                          | 62.16%               |
| 73               | 1     | 19                                     | 26.03%                         | 9                                      | 12.33%                          | 61.64%               |
| 60               | 2     | 19                                     | 31.67%                         | 8                                      | 13.33%                          | 55.00%               |
| 63               | 3     | 14                                     | 22.22%                         | 17                                     | 26.98%                          | 50.79%               |
| 76               | 4     | 26                                     | 34.21%                         | 22                                     | 28.95%                          | 36.84%               |
| 47               | 5     | 10                                     | 21.28%                         | 13                                     | 27.66%                          | 51.06%               |





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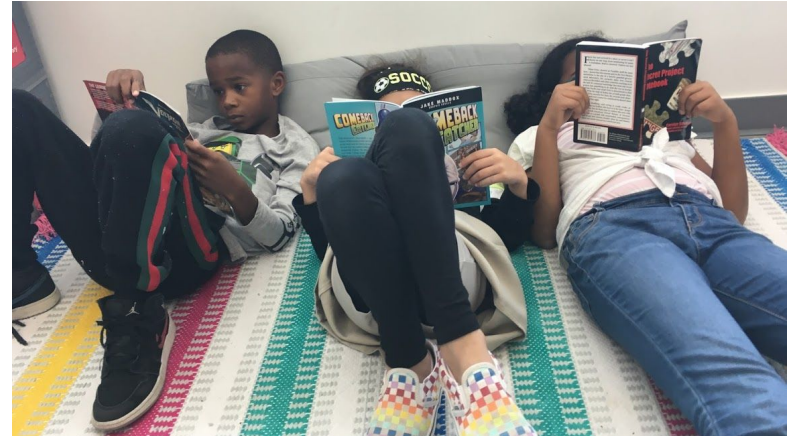
Table groups share out.





# Teacher and Student Support: MTSS

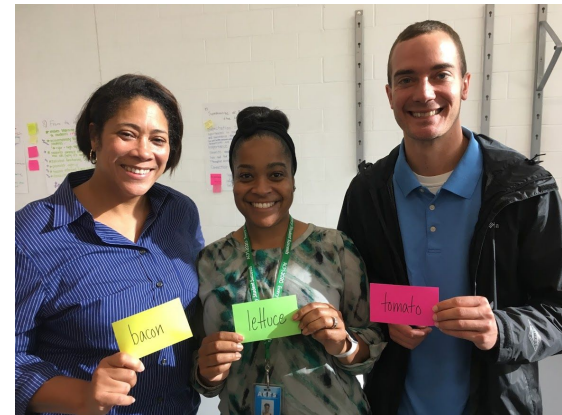
- Ms. Shelton: Kid Talk
  - Structure and purpose
  - Impact in her classroom
  
- Ms. Walker: this year vs. last year
  - Team approach
  - Implementation of supports
  - Class size





# Teacher and Student Support: JAMS

- Why: 46 licensed staff members new to school
  - 4 teachers new to the profession
  - 7 ACPS transfers to J-H
  - 24 returning staff
- How: Training, collaboration with Talent Development
- What: Mentoring, JAMS sessions
  - Mursion, open dialogue, “how to do J-H”





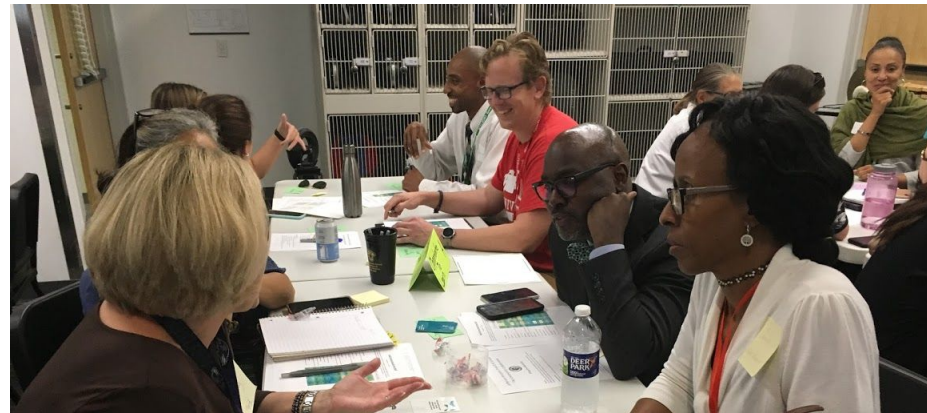
# Teacher and Student Support: JAMS

- Ms. Lerner, 2nd grade
- Ms. Islam, 1st grade
  - Sense of team
  - Support from mentor
  - Support from administration



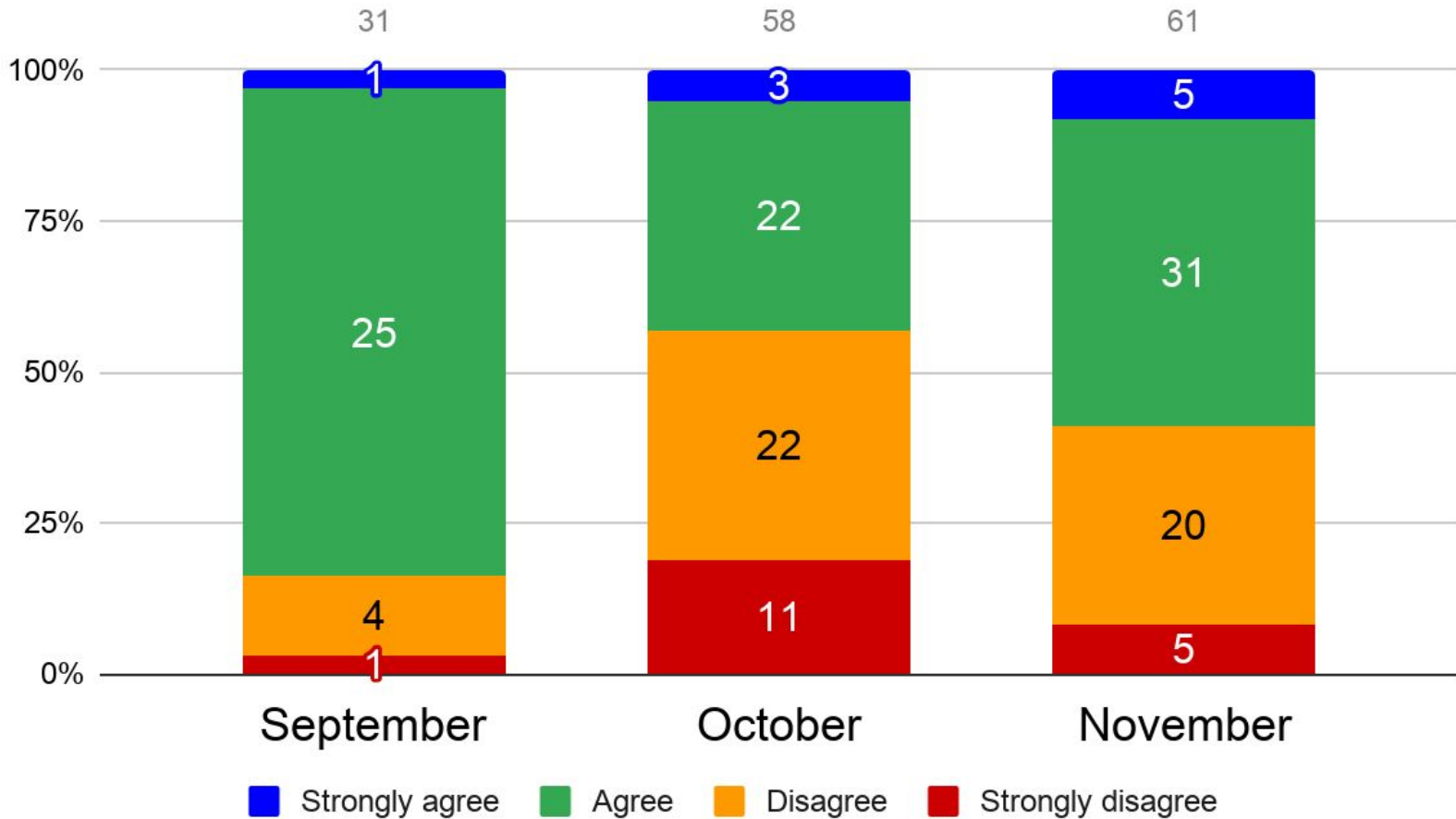
# Community Collaborative Meetings

- Collaborative Problem Solving - staff, leadership, central office
- Survey and achievement data drives conversation
  - Instructional Leadership
  - Logical and Creative Consequences
  - Kid Talk
  - PBIS
  - Special Education





# I feel supported by leadership to do my job effectively







# Feeling of Support by Role and Month

| Role                  | September<br>n=38 | October<br>n=58 | November<br>n=61 |
|-----------------------|-------------------|-----------------|------------------|
| Other                 | 100%              | 42%             | 46%              |
| PK-2                  | 100%              | 30%             | 50%              |
| <i>All staff</i>      | <i>84%</i>        | <i>43%</i>      | <i>61%</i>       |
| 6-8                   | 100%              | 42%             | 62%              |
| 3-5                   | 50%               | 43%             | 67%              |
| SST, SpEd, Encore, EL | 77%               | 43%             | 69%              |



# Out of School Suspensions Fall 2018 versus 2019 up to Nov 20

|                  | <b>PK-2</b> | <b>3-5</b> | <b>6-8</b> | <b>Total Students Suspended</b> |
|------------------|-------------|------------|------------|---------------------------------|
| <b>Fall 2018</b> | <b>3</b>    | <b>3</b>   | <b>5</b>   | <b>11</b>                       |
| <b>Fall 2019</b> | <b>3</b>    | <b>6</b>   | <b>4</b>   | <b>13</b>                       |



# Leadership: Asks and Responses

- Kid Talk refinements
- Advocacy for more staff
- Closing the communication loop
- Visibility, encouragement, “how can we support?”
- Coaching vs. evaluation
- Change of schedule (1 grade level)
- Meeting schedule adjustment
- Adjustments to the meeting schedule K-5





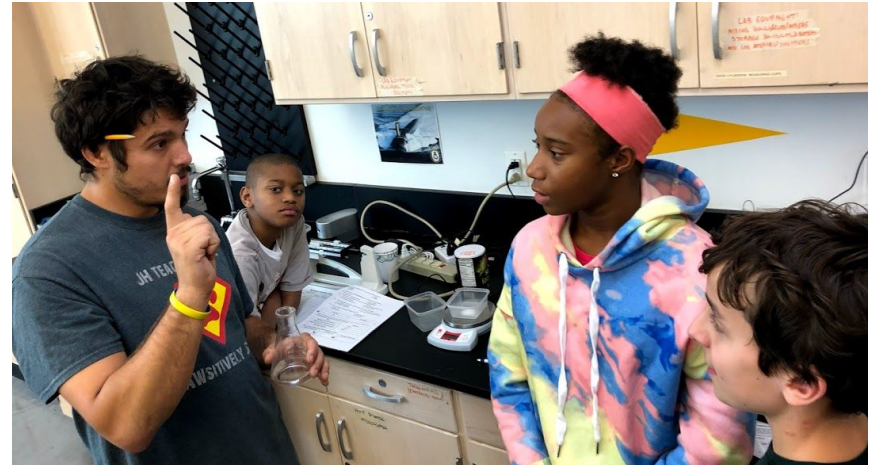
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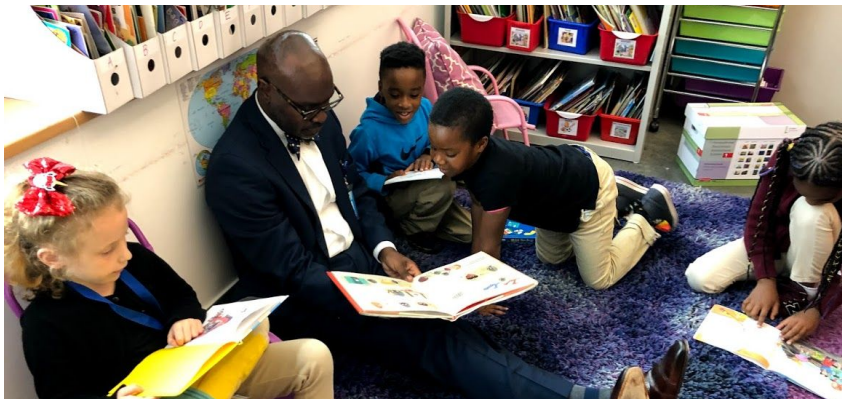
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# Central Office Support

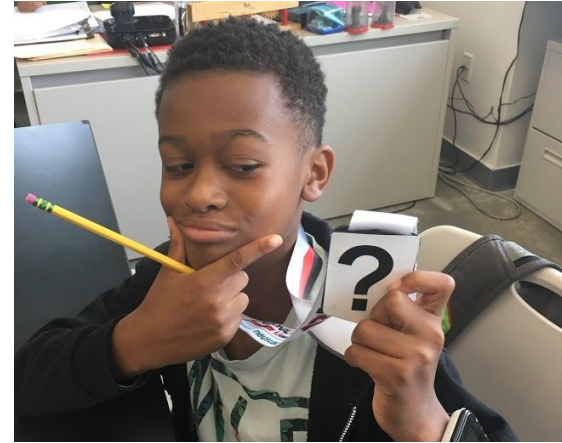
- Additional staffing:
  - Kindergarten teacher and paraprofessional hired and reporting for duty
  - Additional ½ time Spanish teacher for middle
  - Additional para for 1st grade hired
- Instructional Specialists - coaching





# Strengthening IB School-Wide

- 47 teachers trained summer 2019
- Elementary organizing for unit creation
- Middle refining planners in place
- Reflection
- IB Learner Profile

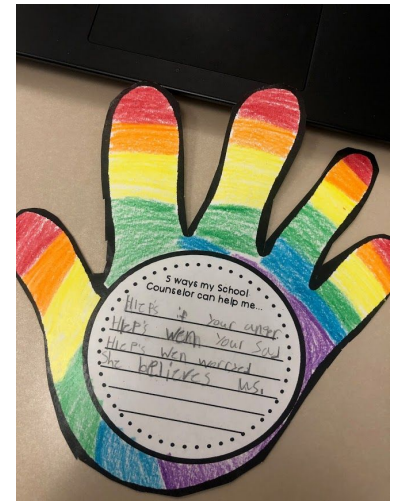
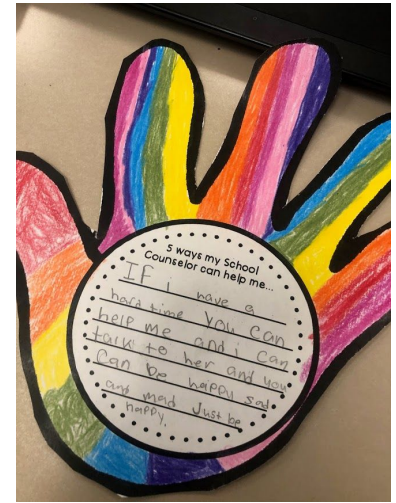






# Looking Ahead

- Building the craft of teachers through professional development during CT meetings, observational feedback and ACPS trainings
- Monitoring of interventions and refining MTSS to provide targeted support for students
- Coaching support through weekly meetings and trainings
- Continued support from Central Office- visits, feedback, Community Collaborative



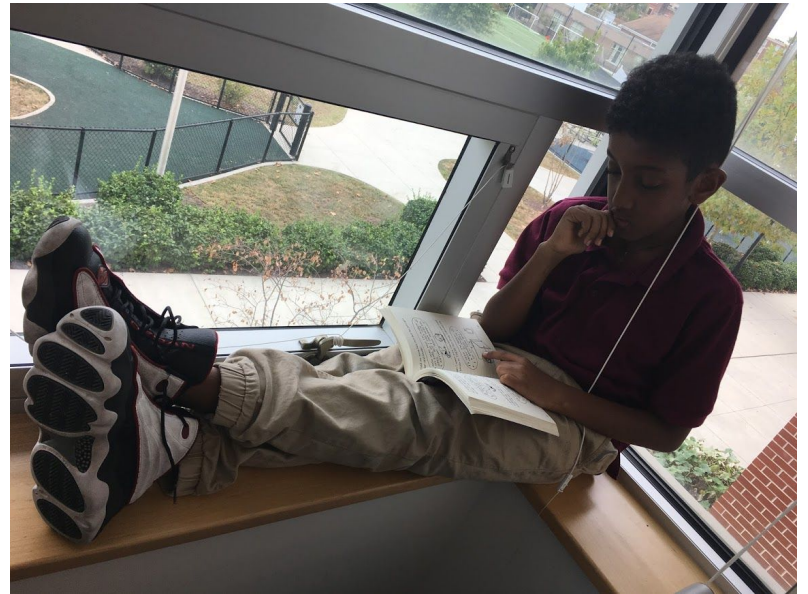


# Tonight's Structure

Pre and Post: Know, Want to Know, Learned (K,W,L)

Any remaining W's?

What did you learn?





# Points of Pride

- Enrollment is up +/- 22 students
- Biggest band and orchestra to date
  - competitions and trips
- Winter concert to include elementary music
- Monthly community tours
- Book Clubs with Ms. Oulsey-Lavender
- Lunch bunches and social groups with counselors
- Room parents and volunteers
- PTA Award for Increasing enrollment
- Anecdotal feedback from parents
- Biggest Chess Tournament ever
- Student Government Association
- Gay Straight Alliance
- Builder's Club
- Mentoring with Pastor Montgomery (Shiloh Baptist Church)
- Alexandria Tutoring Consortium
- Life Enrichment Center (APD and Sherrif tutors)



# Family Feedback - Community Update

What information or structure supported your engagement in the meeting?

What changes would you suggest for next time?

Optional to you, important to us - Name: \_\_\_\_\_ Email: \_\_\_\_\_