



AHS TEAM19 STUDENTS

Students at Albemarle High School are a part of the inaugural TEAM19 model of instruction. The TEAM programs at AHS (which have expanded this year to include another cohort of ninth graders—TEAM20) are developing innovative, interdisciplinary experiences designed to increase engagement for students who previously had difficulty engaging with school. Four students from the TEAM19 program—Hiro Calderon, Yared Velazquez, Ireland Missig, and Samira Edwards—are indicative of the transformations that are taking place for students in these programs. Their experience with school prior to joining the TEAM program was not always a positive one. They struggled sometimes to feel confident that they could be successful in school, and it was often difficult for them to see school work's relevance to their lives. The TEAM experience has boosted their self-confidence and given them new visions of their futures. They attribute this change in outlook to the focus the TEAM program has on authentic, project-based learning such as a project last year to design and build a water filter, and an interactive, team-building field trip to Humpback Rock. Most importantly, however, they attribute their success to the relationships they have built and are continuing to build with their teachers. They get to spend significantly more time with their teachers than they would have in a traditional setting, and the genuine caring their teachers show to them motivates them to succeed.

RENEE DEVALL--TRANSPORTATION

School simply could not start each year without the dedicated work of Albemarle County Transportation Analyst Renee DeVall and her team. Renee is responsible for ensuring that every student in the division is assigned to a school bus to pick them up and return them from school each day. This work begins for Renee on the last day of each school year, when she rolls students over from one grade to the next and begins the process of building over 600 regular and special education bus routes. Among other things, Renee places over 9,000 students at the division's 3,200+ bus stops, arranges for some private land to be used for bus turn-arounds, and stays up to date on county bridge weight capacity ratings. Prior to the first day of school, Renee and her team create all bus manifests, student health plans, route maps, driver schedules, and PM drop off supervision plans for the hundreds of drivers who run these routes every day. Each year, all of these pieces of the enormous puzzle come together to make our first day and all other days flow as seamlessly as possible.

MULTI-AGE TEAM—AGNOR-HURT



Now in its second year, the multi-age team at Agnor-Hurt is delivering an innovative instructional program with a strong focus on Project-Based Learning, STEAM and community building. The team—Drew Craft, Marci McKenzie,

Adam Mohr, Brittany Mullinex, Michael Thornton and Courtney Wood—divides students into three pods (K-2, 1-3, 3-5) which are each team taught by two members of the team. This unique arrangement for instruction benefits students in many ways, one of the most significant being the flexibility it creates in the instructional program. It allows students to join working groups based on their individual needs as learners instead of relying solely on their age or grade level to determine an instructional program. Co-teaching provides the ability to work with several groups of learners concurrently so that instruction can be differentiated and individualized for students. Being with the same group of teachers over multiple years allows students to develop deep and lasting relationships with the staff. Perhaps most importantly, students are given a great deal of freedom, independence and choice in how they learn. Agnor-Hurt has been shifting their classroom design and instructional practices for the last few years toward this model, and classrooms beyond the new multi-age addition have followed suit. Flexibility, comfort, and choice are having great impacts on both teachers and student learners.