

## OVERARCHING SCHOOL GOAL:

All Albemarle County Public Schools students will graduate having actively mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens.

### STRAND I: TEACHING FOR LEARNING

#### DOMAIN(s): Literacy and Math

#### SMART Goal(s):

- MLES will differentiate literacy instruction so that all students will make a minimum of one year's worth of growth in reading as evidenced by their 2018-19 EOY and 2019-2020 EOY GRLs, a minimum pass rate of 95% on the Reading SOL, and a minimum of 50% of students improving by one score band on the Reading SOL.
- MLES will differentiate math instruction so that all students will engage in rigorous, standards-based, grade level work that will result in all K-2 students meeting SNAP benchmarks, a minimum pass rate of 95% on the Math SOL, and a minimum of 50% of students improving by one score band on the Math SOL.

### ACTION PLAN

#### 1. Essential Action/Strategy: Collaborative teaching in Math and Literacy

| Focus Area<br><i>[Grade Level/Student Group(s)/Educators]</i> | Action Steps  | Person(s) Responsible for Implementation      | Timeframe<br><i>(Beginning to End Dates)</i> | Evidence of Progress/Completion<br><i>(Artifacts required)</i>   | Person(s) Responsible for Monitoring and Frequency            |
|---|---|---|--|--|---|
| K-5 classrooms  | Push-in GRT support and common planning with GRT  | GRT, classroom teachers, administration       | On-going all year                            | <ul style="list-style-type: none"> <li>Weekly GRT check-ins</li> <li>Scheduled collaborative planning sessions</li> </ul>  | Principal and Assistant Principal - weekly                    |
| K-5 classrooms  | Push-in SPED support  | SPED team, classroom teachers, administration | On-going all year                            | <ul style="list-style-type: none"> <li>Collaborative teams scheduled in master schedule</li> <li>Review of IEPs</li> </ul> | Principal, Assistant Principal, SPED case managers - annually |
| All teachers  | Common planning and vertical walks using the Powerful Task Rubric developed by John Antonetti | PLCs  | On-going all year                            | <ul style="list-style-type: none"> <li>Scheduled common planning sessions</li> <li>Scheduled vertical walk days</li> </ul> | Principal, assistant principal – every 6 weeks                |

#### 2. Essential Action/Strategy: Expanded Learning Partnership Model (building off CRT work from 2018-2019)

| Focus Area<br><i>[Grade Level/Student Group(s)/Educators]</i> | Action Steps   | Person(s) Responsible for Implementation    | Timeframe<br><i>(Beginning to End Dates)</i> | Evidence of Progress/Completion<br><i>(Artifacts required)</i>       | Person(s) Responsible for Monitoring and Frequency |
|---|--|---|--|--|--|
| K-5 classrooms  | PD on using W.I.N. time to develop learning partnerships with all students   | Classroom teachers                          | 8/21-10/30                                   | W.I.N. classroom observations/walkthroughs                           | Principal and Assistant Principal - weekly         |
| All teachers  | CRT PD on expanding learning partnership model using <i>Partnering with Students: Building Ownership of Learning</i> | Culture & Climate Committee, administration | 10/18 – 4/16                                 | School-wide progress monitoring spreadsheet of learning partnerships | Principal and Assistant Principal - quarterly      |

#### 3. Essential Action/Strategy: PD on Differentiation

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| <b>Focus Area</b><br><i>[Grade Level/Student Group(s)/Educators]</i> | <b>Action Steps</b>                         | <b>Person(s) Responsible for Implementation</b>        | <b>Timeframe</b><br><i>(Beginning to End Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Person(s) Responsible for Monitoring and Frequency</b> |
|--|---|--|---|---|---|
| K-5 classrooms   | F&P Guided Reading Professional Development | Assistant Principal and Elementary Literacy Lead Coach | 10/10/19 – 12/20/19                                 | Quarterly collection of all students F&P GRL                          | Principal - Quarterly                                     |
| All teachers   | Rigor for All Professional Development      | Principal, Assistant Principal, GRT, Team Leaders      | On-going all year                                   | Vertical walkthrough observations                                     | All teachers – every 6 weeks                              |
| K-5 teachers   | Differentiating math instruction PD         | Principal, Assistant Principal, Lead Coach             | 1/17/20   | Classroom observations  | Principal and Assistant Principal - Quarterly             |

\*Insert more rows as necessary.

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| <b>STRAND II: SCHOOL ENVIRONMENT</b>  |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>DOMAIN:</b> Collaboration  |  |  |   |   |  |
| <b>SMART Goal(s):</b>   |  |  |   |   |  |
| <ul style="list-style-type: none"> <li>All students will improve their ability to collaborate with peers.</li> <li>The MLES will further develop its sense of collective efficacy.</li> </ul> |  |  |   |   |  |
| <b>ACTION PLAN</b>  |  |  |   |   |  |
| <b>1. Essential Action/Research-Based Strategy:</b>   |  |  |   |   |  |
| <b>Focus Area</b><br><i>[Grade Level/Student Group(s)/Educators]</i>  | <b>Action Steps</b>  | <b>Person(s) Responsible for Implementation</b>                                    | <b>Timeframe</b><br><i>(Beginning to End Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Person(s) Responsible for Monitoring and Frequency</b>    |
| All teachers  | Study of <i>The Language of Learning</i>                                   | Principal, Assistant Principal, Climate & Culture Committee                        | 9/26/19 – 1/30/20                                   | Walkthrough data  | Principal and Assistant Principal – On-going throughout year |
| <b>2. Essential Action/Research-Based Strategy:</b>   |  |  |   |   |  |
| <b>Focus Area</b><br><i>[Grade Level/Student Group(s)/Educators]</i>  | <b>Action Steps</b>  | <b>Person(s) Responsible for Implementation</b>                                    | <b>Timeframe</b><br><i>(Beginning to End Dates)</i> | <b>Evidence of Progress/Completion</b><br><i>(Artifacts required)</i> | <b>Person(s) Responsible for Monitoring and Frequency</b>    |
| All teachers  | Peer Walkthroughs  | Team Leader  | On-going throughout the year                        | PLC analysis of walkthroughs  | Principal and Assistant Principal – every 6 weeks.           |
| K-5 classrooms, SPED, Interventionists, and GRT   | Expansion of collaborative teaching and planning model                     | K-5 teachers, SPED teachers, GRT, Interventionists, Principal, Assistant Principal | On-going throughout the year                        | Scheduled 6-week cycle  | Principal and Assistant Principal – every 6 weeks.           |
| All teachers  | Common planning using the Powerful Task Rubric developed by John Antonetti | PLCs   | On-going all year                                   | Scheduled common planning sessions                                    | Principal, assistant principal – every 6 weeks               |

\*Insert more rows as necessary.