

## 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):** Academic Goal

**SMART Goal(s):** To raise achievement based on the Standards of Learning Assessment for all students by 15 percentage points (specifically targeting SWD, EcoDis, and Black)

### ACTION PLAN

#### 1. Essential Action/Strategy: Differentiated Instruction

Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
	PD on differentiated instruction	Tishia Wilson	End of qtr 1	Completed PD	Tishia Wilson (quarterly)
	Differentiation built in to lesson plans and discussed in PLC meeting (workshop model)	Classroom teachers	9/19-6/19	Lesson plans showing differentiated planning	Tishia Wilson (weekly)
	Differentiation support from GRT	GRT/Differentiation Specialist	9/19-6/19	Lesson plans showing differentiated planning	Kathy Anish (weekly)

#### 2. Essential Action/Strategy: Culturally Responsive Teaching

Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
	Learning pacts with each student	Classroom teacher	End of qtr 1	Learning Pact created	Classroom teacher (bi-weekly)
	Parent communication around student progress	Classroom teacher	9/19- 6/19	Log of parent communication	
	PD on Culturally Responsive Teaching	Tishia Wilson	10/3, 10/10	Completed PD	Tishia Wilson (quarterly)

#### 3. Essential Action/Strategy: Focus on Data

Focus Area <i>[Grade Level/Student Group(s)/Educators]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
	Quarterly Data Meetings with each grade level	All staff	9/19-6/19	Notes for implementation from each data meeting	All staff
	Focus on Assessments and Data in weekly PLC meetings	Each grade level	9/19-6/19	PLC Notes	All staff

School Name 1

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\*Insert more rows as necessary.

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<b>STRAND II: SCHOOL ENVIRONMENT</b>					
<b>DOMAIN:</b> Climate Goal					
<b>SMART Goal(s):</b> We will implement personalized learning in order to increase the number of students who disagree that school work is boring and that schoolwork makes them more curious about learning.					
<b>ACTION PLAN</b>					
<b>1. Essential Action/Research-Based Strategy:</b> Personalized learning					
<b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i>	<b>Action Steps</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
	Survey students on engagement in school, if they feel like they learn new things in school, and if learning is challenging for them.	All staff	End of qtr 1	Completed survey from all students	Tishia Wilson, Kathy Anish
	Determine what “evidence” of personalized learning looks like	All staff	End of qtr 1	Product	Tishia Wilson, Kathy Anish
	PD on personalized learning	Tishia Wilson	9/19-6/19	Product determined in qtr 1	Tishia Wilson, Kathy Anish, Lucy Spencer
<b>2. Essential Action/Research-Based Strategy:</b> Culturally Responsive Teaching					
<b>Focus Area</b> <i>[Grade Level/Student Group(s)/Educators]</i>	<b>Action Steps</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeframe</b> <i>(Beginning to End Dates)</i>	<b>Evidence of Progress/Completion</b> <i>(Artifacts required)</i>	<b>Person(s) Responsible for Monitoring and Frequency</b>
	Build intentional relationships with students and families	All staff	8/19-6/19	Documentation of check-ins with students and families, relationship log	All staff
	Motivational attendance practices	Tishia Wilson/Rosemary Moriarty	9/19-6/19	Increased attendance or student reports that they want to come to school	Tishia Wilson/Rosemary Moriarty
	Learning Pacts with Students	Classroom Teachers	11/6- 5/1	Created learning pacts and increased student achievement	Tishia Wilson
	PD on Culturally Responsive Teaching Modules 1-3	Equity Consultants	10/3, 10/10	Completed PD	Tishia Wilson
<b>3. Essential Action/Research-Based Strategy:</b>					

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\*Insert more rows as necessary.