

## 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):** Teaching and Learning

**SMART Goal(s):** Reduce literacy achievement gap(s) to less than 10%

#### ACTION PLAN

**1. Essential Action/Strategy:** Daily instructional commitment to meet with below benchmark readers (Time on Task)

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
K-5	<ul style="list-style-type: none"> <li>Structure reading groups so that all below benchmark readers meet with their teachers daily.</li> <li>Regular plan for targeted Tier One instruction related to additional “time on task” for below benchmark readers.</li> <li>Reading intervention is in addition to classroom reading instruction (plus one).</li> </ul>	Grade level, intervention and SPED teachers	September -June	Quarterly review (formative grade level data and end-of-year SOL year)	PLC and administrative teams

**2. Essential Action/Strategy:** Student learning targets for literacy

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
K-5	Designing feedback conferences (a minimum of twice a quarter) for targeted students that provide timely feedback for students that includes goal setting and personal achievement.	Grade level teacher Intervention/SPED teachers	September-June	Quarterly review (formative grade level data and end-of-year SOL year)	PLC and administrative teams
K-5	100% of Gap Group 1 students will identify personal literacy goals and will monitor progress.	Grade level teachers Intervention/SPED teachers	September-June	Quarterly review (formative grade level data and end-of-year SOL year)	PLC and administrative teams

**3. Essential Action/Strategy:** Implementation of Being A Reader Program

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K-2	Continued implementation of Being a Reader program as a foundation (other resources will be supplemented as needed).	K-2 Team	September-June	Quarterly review (formative grade level data and end-of-year SOL year)	PLC and administrative teams

\*Insert more rows as necessary.

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<b>STRAND II: SCHOOL ENVIRONMENT</b>					
<b>DOMAIN:</b> Safe and Effective Learning Environment					
<b>SMART Goal(s):</b> 95% of all students will report that they like and feel safe at school.					
<b>ACTION PLAN</b>					
<b>1. Essential Action/Research-Based Strategy:</b> Social Emotional Learning Program					
<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>
Pre-K-5	<ul style="list-style-type: none"> <li>Lessons/activities fostering positive risk taking</li> <li>Lessons/activities fostering collaborative community building</li> <li>Lessons/activities focusing on positive conflict resolution skills</li> <li>As a faculty we will continue to build our library of books to use with our SEL lessons</li> </ul>	SEL team	September-June	Fall/Mid-Year/End of Year Surveys	PLC teams with SEL team support
	<ul style="list-style-type: none"> <li>Classified personnel professional development (instructional assistants, bus drivers, etc.)</li> </ul>	SEL team	First semester	Fall/Mid-Year/End of Year Survey	SEL team
<b>2. Essential Action/Research-Based Strategy:</b> Culturally Responsive Teaching Work					
<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>
PreK-5	<ul style="list-style-type: none"> <li>Monthly targeted professional development for selected CRT characteristics (District developed curriculum)</li> </ul>	CRT team	September-June	Fall/Mid-Year/End of Year Surveys	CRT team
<b>3. Essential Action/Research-Based Strategy:</b> Responsive Classroom Practices					
<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>
PreK-5	<ul style="list-style-type: none"> <li>Classroom Morning Meetings (including morning message, greeting, activity and share time)</li> </ul>	Grade level teachers	September-June	Fall/Mid-Year/End of Year Surveys	Administrative team

School Name **Stone-Robinson Elementary School**

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PreK-5	<ul style="list-style-type: none"> <li>Monthly School Wide Morning Meetings</li> </ul>	Whole faculty	September-June	Fall/Mid-Year/End of Year Surveys	Administrative team
PreK-5	<ul style="list-style-type: none"> <li>Consistent use of positive teacher language</li> <li>Consistent use of interactive modeling for setting positive expectations across all school settings (including cafeteria, buses, play ground, hallways and bathrooms).</li> </ul>	Whole faculty Whole faculty	September-June September-June	Fall/Mid-Year/End of Year Surveys Fall/Mid-Year/End of Year Surveys	Administrative team Administrative team

\*Insert more rows as necessary.