

## 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):** Student Academic Achievement

**SMART Goal(s):** Agnor-Hurt Elementary School will move from being identified by VDOE from “Accredited with Conditions” to “Accredited” by the end of the 2019-2020 School Year.

### ACTION PLAN

**1. Essential Action/Strategy:** Teachers will monitor progress and implement evidence based instructional practices for children who are not meeting the math and/or reading grade level benchmarks.

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 Reading and Math	Teachers will create SMART goals that include specific students who are not making the benchmarks in reading and math who also identify as black.	Admin and Teachers	August 2019-June 2020	Quarterly assessments, PALS (as appropriate), Rigby, and QRI Dataj for Reading and Investigations, SNAP and ACAMB for math  Data will be updated here quarterly	Teachers and Admin
K-2 Reading	K-2 Teachers will implement Being a Reader to ensure high quality instructional delivery in primary reading.	Admin and Teachers	August 2019-June 2020	Being a Reader assessments, PALS, Rigby and QRI (as appropriate).  Data will be updated here quarterly	Teachers and Admin
3-5 Math	3rd, 4th and 5th grade teachers will implement Investigations with fidelity.	Admin and Teachers	August 2019-June 2020	Benchmark quarterly Assessments and Investigations unit tests.  Data will be updated here quarterly	Teachers and Admin
3rd Grade Reading	Teachers will take part in a division-wide PLC to collect, monitor, and respond to student reading data three times this year.	Admin and Team Leader	August 2019-June 2020	Student survey of interest in reading.  Data will be updated here quarterly	Admin and Team Leader

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<b>2. Essential Action/Strategy:</b> Implement the 4th and 5th grade Science curriculum aligned with the state standards.					
<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>
4th and 5th Grade Science	Teachers will create pacing guides that ensure all standards are being taught.	Admin and Teachers	August 2019-June 2020	Completion of pacing guides Link to pacing guides <a href="#">here</a> .	Teachers and Admin
4th and 5th Grade Science	Teachers will collaboratively create units of instruction and common assessments.	Admin and Teachers	August 2019-June 2020	Benchmark and Quarterly Assessments Data will be updated here quarterly	Teachers and Admin
4th and 5th Grade Science	Teachers will monitor student achievement and adjust instruction as appropriate.	Admin and Teachers	August 2019-June 2020	Benchmark and Quarterly Assessments Data will be updated here quarterly	Teachers and Admin
<b>3. Essential Action/Strategy:</b> Implement specialized instruction aligned with the student's IEP Goals and the grade level content.					
<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>
K-5 Students with Disabilities	Ensure that IEP Goals will align with curricular goals.	Admin, SPED Teachers, and classroom teachers	August 2019-June 2020	Quarterly monitoring	Teachers and Admin
K-5	Structures (i.e. class schedules, collaborative planning) are in place to ensure that students with disabilities are receiving on grade level instruction in addition to their time with their special education teacher.	Admin, Interventionists, Classroom Teachers	August 2019-June 2020	Quarterly monitoring	Teachers and Admin
K-5	School Wide RTI Process will include increased progress monitoring and strategies for use in Tier 1 Instruction.	Admin, Interventionists	August 2019-June 2020	Quarterly monitoring	Teachers and Admin

\*Insert more rows as necessary.

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<b>STRAND II: SCHOOL ENVIRONMENT</b>					
<b>DOMAIN:</b> School Climate					
<b>SMART Goal(s):</b> Students at Agnor-Hurt will enjoy learning and being a part of our school community.					
<b>ACTION PLAN</b>					
<b>1. Essential Action/Research-Based Strategy:</b> Daily experience with Responsive Classroom.					
<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>
K-5 Responsive Classroom	Students take part in daily classroom meetings and closing meetings to ensure that a positive classroom culture is created.	Teachers	August 2019-June 2020	Observation by admin	Admin and Teachers
K-5 Responsive Classroom	Monthly School-Wide Morning Meetings	Admin	August 2019-June 2020	Implementation of Schoolwide Morning Meeting	Admin
K-5 Responsive Classroom	Monthly CARES trait focus	Admin and Teachers	August 2019-June 2020	Implementation	Admin and Teachers
<b>2. Essential Action/Research-Based Strategy:</b> Identify practices that lead to the children being disengaged with instruction.					
<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>
K-5 Trauma Informed Instruction	Teachers will use a trauma informed instructional approach. <ul style="list-style-type: none"> <li>Teacher preparation with SEAD training</li> <li>Classroom designed mirrors trauma informed approaches to teaching.</li> <li>RESET room and other Safe Spots where students can learn skills for processing their social emotional lagging skills and retreat to when necessary.</li> </ul>	Admin	August 2019-June 2020	Monitoring of SEAD PD Completion Classroom walkthroughs Progress monitoring of students who access the RESET Room and other Safe Spots.	Admin and SEAD Team
Identify areas that perpetuate	Teacher administered student surveys about their learning experiences.	Admin and Teachers	August 2019-June 2020	Mid-Year and 3rd Quarter data review from teacher surveys.	Admin and Teachers

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the achievement gap.	Admin and SEAD Team interviews of families Survey to Agnor-Hurt community (Spring)			Gathering of information at midyear, 3rd quarter, and end of year.	
Demographic representation in the gifted program	Teachers and admin will assess under-represented students in their classes for inclusion in the gifted program.	Admin, teachers, and Talent Development teacher	August 2019-June 2020	Mid-Year, 3rd quarter, and end of year information	Admin
<b>3. Essential Action/Research-Based Strategy:</b> Agnor-Hurt students will identify areas of interest and talents.					
<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>
K-5 Talent Development	Students will have quarterly projects that allow for individual interest and talent.	Admin, Librarian, GRT, Specialists, and Classroom Teachers	Quarterly monitoring	Students participate in PBL Units quarterly	Admin and Team Leaders
K-5 Talent Development	Students will display and/or demonstrate their individual talent publically.	Admin, Librarian, GRT, Specialists, and Classroom Teachers	Quarterly monitoring	Student work displayed in an authentic environment.	Admin, Team Leaders, and GRT
K-5 Gifted Identification	Teacher teams will identify students for the gifted education program who come from under-represented demographic groups.	Admin, GRT, Classroom Teachers	Quarterly monitoring	Students from under-represented demographics will be identified for the gifted program.	Admin and GRT.

\*Insert more rows as necessary.