

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.

BROWNSVILLE ELEMENTARY 2019-20 SCHOOL IMPROVEMENT PLAN

STRAND I: TEACHING FOR LEARNING

DOMAIN(s): READING

SMART Goal(s): By June 2020 economic disadvantage and special education students will meet end of year benchmarks and 75% of these cohorts will pass SOL test in reading.

ACTION PLAN

1. Essential Action/Strategy: Identification of professional practices that will lead to reading achievement for all students.

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	Collaborative learning teams	School Leaders, CLT Vertical Steering Committee	Spring 2019 - June 2020	Grade-level / Department Meeting documentation that includes agendas, goals and impact	School Leaders, CLT Vertical Steering Committee
K - 5	Restructuring our Response to Intervention	RTI Team including the School Based Intervention Coordinator, RTI Teachers, and School Psychologist	August 2019 - June 2020	All students meeting end of year reading benchmarks or demonstrating significant progress.	RTI Team including the School Based Intervention Coordinator, RTI Teachers, and School Psychologist
K - 5	Implementation of Collaborative Learning Team process for Special Education	Special Education Lead Teacher, School Leaders	August 2019 - June 2020	Department Meeting documentation that includes agendas, goals and impact	Special Education Lead Teacher, School Leaders
K - 5	Implementation of BEING A READER reading program in the First Grade	Division Lead Coaches, School Leaders	July 2019 - June 2020	Full implementation of essential strategies associated with the reading program	First Grade Team, School Leaders

2. Essential Action/Strategy: Implement practices that support student social emotional learning to compliment Responsive Classroom

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K - 5	Culturally Responsive Teaching	Division Equity Team, School Leaders, School Based Diversity Resource Teacher, Western Feeder Pattern Elementary School Leaders	August 2019 - June 2020	Teacher will use Culturally Responsive Teaching Resources to identify strategies within the Ready for Rigor Framework	Division Equity Team, School Leaders, School Based Diversity Resource Teacher

*Insert more rows as necessary.

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STRAND II: SCHOOL ENVIRONMENT					
DOMAIN: School Climate					
SMART Goal(s): Identify student leadership opportunities that will become operational in the Brownsville Elementary 2020-2021 school-wide calendar.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy: School-based student leadership opportunities					
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
4th and 5th	Development of 6 student leadership committees	School Counselor, School Leaders	August 2019 - June 2020	60 5th grade students to participate	School Leaders, School Counselor
2. Essential Action/Research-Based Strategy: Talent Development opportunities					
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	Talent Development programing in all grades to support all students in higher levels of academic engagement, interests and learning opportunities	Gifted Resource Teacher	August 2019 - June 2020	<ul style="list-style-type: none"> - Development and documentation of activities delivered to students by the Gifted Resource Teacher - Identification of under-represented student populations that benefited from their participation in activities - Increased understanding and development of activities by grade-level teachers in talent 	Division Gifted and Talented Coordinator, Gifted Resource Teacher, School Leaders

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				development based strategies.	
3 - 5	TOPs identification of Economic Disadvantage and Special Education students that demonstrate achievement and talent in problem solving and assessments that measure abilities and capacities for higher levels of learning	Gifted Resource Teacher	December 2019 - June 2020	Development of 3rd through 5th grade student cohort to measure the implementation and achievement levels.	Division Gifted and Talented Coordinator, Gifted Resource Teacher, School Leaders
*Insert more rows as necessary.					