

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): Language Arts

SMART Goal(s): In this school year 2019-2020, Crozet Elementary will increase our students' reading proficiency in grades K-5 by 5% based on ACPS Reading benchmarks and increase our economically disadvantaged students and students with a disability reading achievement on the Reading SOL Test by 20%.

ACTION PLAN

1. Essential Action/Strategy:

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
Common Reading Assessments Grades 3-5	Implementation of cycled common reading assessments to check for mastery of proficient reading skills in grades 3-5 and progress monitoring of our SWD.	Grades 3-5 Teachers Sped Teachers	Nov – April 2019-2020	Common grade level reading assessment results Diagnostic Instrument to Analyze Learning form for each assessment	Grades 3-5 Teachers Sped Teachers Principal

2. Essential Action/Strategy:

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
Literacy Engagement Grades K-5	School wide Monthly Book Club implemented by the Literacy Engagement Team	Literacy Engagement Team Teachers K-5 Specials/Sped	Sept – June 2019-2020	Artifacts from the monthly reading lessons, school wide morning meeting and learning board displaying student responses.	Literacy Engagement Team

3. Essential Action/Strategy:

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
Being a Reader (BAR) Grade 1	Implementation of the Being a Reading program in Grade 1.	Teachers Grade 1	Nov-May 2019-2020	BAR PD Training days Quarterly Check in on BAR progress	Team Leader in Grade 1 Principal

*Insert more rows as necessary.

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STRAND II: SCHOOL ENVIRONMENT					
DOMAIN: Safe/Orderly School Environment and Family/Community Engagement					
SMART Goal(s): In this school year 2019-2020, Crozet Elementary will increase student engagement by 5% determined by the school climate survey results of 3 rd -5 th grade students feeling like school work makes them curious and reduce the percentage of bullying being seen at recess by 15%.					
ACTION PLAN					
1. Essential Action/Research-Based Strategy:					
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
Responsive Classroom (RC) Approach Grades K-5 Specials	Implementation of Responsive Classroom Approach and Practices – Morning Meeting, Morning Message, Quiet Time, Closing Circles, Positive Teacher Language, Interactive Modeling of Routines & Safe Behaviors, Students Goal-setting (Hopes & Dreams).	All teachers K-5 Specials, Sped Principal	Aug – June 2019-2020	Quarterly check in teacher survey of participation of RC practices Learning Walks – School Look For #2	Principal RC Action Team of Teachers
2. Essential Action/Research-Based Strategy:					
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
Culturally Responsive Teaching Grades K-5 Specials	To learn more about applying culturally responsive teaching ready for rigor framework – awareness, learning partnerships, information processing and community learners/learning environment.	Principal County Equity Specialist Diversity Resource Teacher Teachers K-5	Sept – May 2019-2020	Log of CRT PD training Log/Feedback of CRT series Learning Walks – School Look For #2 List of teachers getting microdententials and/or certification	Principal Diversity Resource Teacher County Equity Specialist
3. Essential Action/Research-Based Strategy:					
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
RC CARES Grades K-5 Specials	School wide implementation of RC CARES – teach students these social and emotional competencies – cooperation, assertiveness, responsibility, empathy and self-control through school counseling lessons, morning meetings and closing circles.	School Counselor School Climate Committee Teachers K-5 Specials	Sept-June 2019-2020	CARES curriculum/counseling lessons 2020 School Climate Survey School Discipline referrals rate Attendance rate	Principal School Climate Committee School Counselor

*Insert more rows as necessary.