

## 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):** 7: Assessment of Learning & Student Academic Progress; 3: Instructional Delivery; 2: Knowledge of Content & Planning

**SMART Goal(s):** We will work school-wide to deliver research-based instructional strategies in the area of reading to address our equity gaps so that there are positive increases in achievement by scoring band.

### ACTION PLAN

**1. Essential Action/Strategy:** Tie teachers' TPA goals to the area of reading to support our work at improving equity gaps.

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
LA teachers' TPA Goals re: Student Academic Progress	Focus LA teacher SMART goals on gap groups in "yellow" and "red" areas (to move those areas up to "green" or "yellow").	Principal/LA teachers	By September 30 for completion of goals; by June 5 for final eval review.	LA teachers' TPA goals meet SMART criteria and are targeted to improvements in reading.	Principal and LA teachers.
Other teachers' TPA Goals	When/where possible, focus other teachers' student achievement and/or professional goals on reading to support our effort to improve equity gaps in the area of reading.	Principal/AP/Non-LA teachers	By September 30 for completion of goals; by June 5 for final eval review.	Non-LA teachers' TPA goals (student achievement and/or professional) meet SMART criteria and are targeted to support efforts in making improvements in reading	Principal/AP/non-LA teachers.
Teachers' TPA Goals (connection to data)	Use data and analysis of patterns, trends, past practices, and current research to inform goal setting. <ul style="list-style-type: none"> <li>Develop/review watch list</li> <li>Develop/review list re: students in SOL growth bands</li> <li>Review SPBQ info</li> </ul>	Principal/STC/Lead Teachers	By Sept 30 re: initial data review for goal setting  Monthly review	TPA goals tied to data re: groups of students or individual students	Principal/AP/STC/Lead Teachers

**2. Essential Action/Strategy:** Employ high-yield strategies in classrooms to address and improve equity gaps in the area of reading.

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
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LA PLC Groups	Center LA vertical and grade-level PLC on instructional practice to address/improve equity gaps re: reading.	STC & LA Lead Teacher	On-going	Implementation of high-yield strategies in classrooms (Hattie, AVID, CRISS, etc.)	Principal, STC, LA Lead, Teachers
Gap groups	Analyze student assessment data relative to Student Academic Progress (particularly related to student work associated w/our focus on improving gaps and to TPA goals).	STC	Monthly	Watchlist; other data provided (MAP, SPBQ, etc.)	Principal, AP, PLC Leads
Other PLC Groups	Include focus on reading strategies with other content-area PLC groups to support work of LA teachers.	STC	Inclusion in bi-weekly PD meetings (as planned w/principal)	Implementation of high-yield strategies in classrooms (Hattie, AVID, CRISS, etc.)	Principal, AP, PLC Leads
LA Teachers	Evaluate/align classroom curriculum with Virginia standards w/focus on designing instruction around objectives in need of attention	Principal/STC/LA Lead			
Low readers including all sub groups	*Modeling *PBR (passion based reading after assessments) *Small group specialized instruction for efficacy	Math Dept	Throughout the school year	*use of more math vocabulary *applying reading and test taking strategies to word problems *finding the joy in PBR	Classroom teachers
Health classes	Partner reading during Health lessons	HPE teachers	Now to end of May 2020	Health assessments throughout the year	HPE teachers
ALL Students (inclusive)	Teachers will incorporate at least 1 scaffolded inquiry-based primary source lesson per unit	Social Studies Teachers	September 2019-May 2020	Collection of student work	Chris Shedd
<b>3. Essential Action/Strategy:</b>					
<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>

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\*Insert more rows as necessary.

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<b>STRAND II: SCHOOL ENVIRONMENT</b>					
<b>DOMAIN:</b> 1: Knowledge of Students; 2: Knowledge of Content & Planning ; 3: Instructional Delivery; 4: Safe, Effective Learning Environment					
<b>SMART Goal(s):</b> We will support teachers in year-long CRT professional development to impact student outcomes positively.					
<b>ACTION PLAN</b>					
<b>1. Essential Action/Research-Based Strategy:</b> We will conduct monthly PD sessions centered on CRT to create an atmosphere of mutual respect and caring to foster a positive learning climate that encourages social interaction and active engagement.					
<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>
All Teachers	We will conduct CRT PD throughout the year to improve school climate and support academic achievement -- based on lessons released by ACPS' office of Community & Engagement's dept of Equity & Diversity.	DRTs & STC (re: PD)	Sept lesson: 9/30 Oct lesson: 11/14 Nov lesson: 12/10 Dec lesson: 1/9 Others dates TBD	Varies depending upon lesson --with artifacts based on work following each lesson.	Principal; STC (re: PD); DRTs
<b>2. Essential Action/Research-Based Strategy:</b> Increase opportunities to build alliances with students and families to enhance a positive school climate and promote student/family participation in school events.					
<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>
Students/Parents	Plan/implement opportunities for student/family involvement.	Various	On-going	<ul style="list-style-type: none"> <li>● Fall AVID family night (new)</li> <li>● Spanish Spelling Bee (2<sup>nd</sup> Year)</li> <li>● School History Tours (in conjunction w/historic landmark recognition) (new)</li> <li>● Field trip to see "Harriet"</li> <li>● Game nights &amp; open gym (2<sup>nd</sup> year)</li> <li>● BMS Spirit team (new) + Pep band at BMS athletic events</li> </ul>	Various

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				● Other	
All disengaged students.	For students who are defiant and resistant or lack interpersonal connection with classroom teachers... *build rapport using trust generators *being proactive in preventing the negative reactions using CRT strategies *Reduce the number of FOCUS/Detentions for this type of behavior	*classroom teachers	*now till end of the year	*reduced numbers of FOCUS/detentions *class participation *grade increase *positive cooperative learning community	*classroom teachers
<b>3. Essential Action/Research-Based Strategy:</b>					
<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>
Chorus	Introduce a wide variety of music influences from around the world and from different historical periods including multi-lingual programming.	Craig Jennings	Year-Long	Concerts!	Still Craig Jennings
All Students	Create artwork to support all cultural groups represented within the school <ul style="list-style-type: none"> <li>● The History of Hispanic Heritage art</li> <li>● Black History Month</li> <li>● Women's History Month</li> <li>● Other</li> </ul>	Visual Art Teacher	Throughout the year	Examples: <ul style="list-style-type: none"> <li>● Dia De Los Muertos Art</li> <li>● Black History Month art exhibit</li> <li>● Other exhibits/artwork around the building</li> </ul>	Visual Art Teacher

\*Insert more rows as necessary.