26-27 Strategic Plan

Woodbrook Elementary

SCHOOL STRATEGIC PLAN

2026-2027

Vision for Albemarle County Public Schools: Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

Mission for Albemarle County Public Schools: Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

School Statement: At Woodbrook Elementary School, our purpose is to ensure every Bear thrives. We are committed to transforming student outcomes by eliminating the predictive value of race, background, and circumstance. Through meaningful relationships and collaborative partnerships with our families, staff, and community, we create a culture where every student belongs, grows, and reaches their fullest potential.

Like a Bear, our students are strong, courageous, and capable. Through exceptional instruction and intentional systems of support, we nurture curiosity, build confidence, and empower every Bear to take ownership of their learning, achieve at high levels, and thrive.
Woodbrook Bears: Together We Learn, Lead, and Thrive!

Plan for Operationalizing School Priorities for 2026-27

Strand 1: Thriving Students			
SMART Goal: As measured by SOL results, Woodbrook will increase the percentage of students demonstrating proficiency in Reading and Mathematics, with Reading proficiency increasing from 47.2% to 52.48% and Mathematics proficiency increasing from 49% to 54.1%.			
Current State: School Quality Profile Link			
School Priority (with Focus Area)	**Role(s) Responsible for Implementation**	**Evidence of Progress/Completion**	**Role(s) Responsible for Monitoring and Supporting**
Strengthen Tier 1 instruction with the use of division instructional resources.- HMH/Kiddom	Classroom Teachers; Reading/Math Specialists; Instructional Coaches	Teachers consistently use HMH/Kiddom resources aligned to the Virginia SOLs. Lesson plans, student tasks, and assessments demonstrate alignment to the essential standards.	Christie Isaiah Katrina Dudley Ashley Redmond Heather Franklin Angela Stokes
Use data to identify standards requiring additional instruction and provide targeted reteaching/interventiStrengthen collaborative PLCs focused on student learning, standards, and instructional practices. on.	Classroom Teachers; Reading/Math Specialists; Interventionists	Common assessment, benchmark, and classroom data are reviewed regularly. Students are identified for reteaching/intervention, and instructional plans reflect identified needs.	Christie Isaiah Katrina Dudley Ashley Redmond Heather Franklin Angela Stokes PLC Leads

Strengthen collaborative PLCs through data-driven instruction and a continuous reteaching cycle focused on student learning, standards, and effective instructional practices.	Grade-Level Teams; PLC Leaders; Instructional Coaches	Grade-level PLCs will maintain a consistent data-driven cycle that includes analysis of common assessment data, identification of standards requiring additional support, development of reteaching plans, and review of subsequent student performance data. Evidence will include PLC agendas/minutes, common assessments, student work, reteaching plans, and progress-monitoring data.	Christie Isaiah Katrina Dudley Ashley Redmond Heather Franklin Angela Stokes PLC Leads
Increase student engagement and ownership of learning through purposeful questioning, academic discourse, and productive student tasks.	Classroom Teachers; Instructional Coaches	Walkthrough data, classroom observations, student work, and student feedback demonstrate increased opportunities for academic discourse, higher-order thinking, and active engagement.	Christie Isaiah Katrina Dudley Ashley Redmond Heather Franklin Angela Stokes Instructional Coaches
Provide targeted support for students who are not yet meeting grade-level expectations while extending learning for students who have demonstrated proficiency.	Classroom Teachers; Interventionists; Specialists; Special Education Staff; EL Staff	Student intervention/enrichment plans, progress-monitoring data, small-group lesson plans, and student growth data demonstrate differentiated support.	Christie Isaiah Katrina Dudley Ashley Redmond Heather Franklin Angela Stokes MTSS Team Instructional Coaches

Strand 2: Affirming and Empowering Communities			
SMART Goal(s): We will foster a positive school climate for students and staff as demonstrated through high levels of engagement and satisfaction on the Gallup survey (staff) and the Panorama survey (students and families).			
Current State: [Link Gallup and Panorama Survey data linked here]			
School Priority (with Focus Area)	**Role(s) Responsible for Implementation**	**Evidence of Progress/Completion**	**Role(s) Responsible for Monitoring and Supporting**
Strengthen a positive and inclusive school culture where all students feel a sense of belonging, connection, and support.	Classroom Teachers; Counselors; Administrators; Support Staff	Panorama survey data; student voice/feedback; student participation data; classroom observations; evidence of school-wide belonging and relationship-building activities	Christie Isaiah Katrina Dudley Ashley Redmond
Increase opportunities for student voice, leadership, and engagement in the school community.	Classroom Teachers; Counselors; Administrators	Student surveys/feedback; participation in clubs, activities, and school initiatives; evidence of student input influencing school decisions	Christie Isaiah Katrina Dudley Ashley Redmond Counselors
Strengthen staff culture, collaboration, and recognition to increase staff engagement and satisfaction.	Administrators; Teachers; All Staff	Gallup survey results; staff feedback; participation in staff activities; recognition initiatives; evidence of collaborative planning and shared decision-making	Christie Isaiah Katrina Dudley Ashley Redmond Leadership Team

Strand I: Thriving Students

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Note: Primarily in support of School Strategic Plans (SSP)

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

Guaranteed and viable curriculum	**Professional Learning**
Guaranteed and Viable Curriculum with Integrity	CRE Micro-credential
Rigorous Instructional Tasks for All Learners	Professional Learning that Supports Transfer into Practice
Culturally Responsive Education in Practice	Culturally Responsive Education/Policies ACC & JBA
On-going assessment & analysis of student progress	Teacher Leadership Capacity
Processes for Data Collection, Analysis, and Decision Making	Coaching Practices
PLC Implementation with Integrity	Principal and AP Leadership
Accountability to the Theory of Change	Department-Based Leadership
High-Quality Assessments and Data Sources	Teacher Leadership Capacity
	Technology to Transform Learning

Guaranteed and viable curriculum

Guaranteed and Viable Curriculum with Integrity: All students will have access to a guaranteed, viable, and inclusive curriculum, implemented with integrity to ensure equitable outcomes across the division. (Strategic Plan Goal 1 Objective 1 Strategy 1: CRE 1.3, and Bellwether)

Rigorous Instructional Tasks for All Learners: All educators will design and deliver instruction around rigorous tasks that allow all students—including Black and Latinx students—to deeply engage with challenging, standards-aligned content and demonstrate learning in authentic ways. (Bellwether)

Culturally Responsive Education in Practice: All instructional staff will be responsive to students' culture as they create inclusive environments, ensure the curriculum reflects students' diverse identities, foster authentic relationships, and promote equity in everyday actions. (CRE Framework)

On-going assessment and analysis of student progress

Processes for Data Collection, Analysis, and Decision Making: Educators will implement data analysis and decision-making protocols with integrity in alignment with a valid, reliable, and balanced assessment system (FQL, CRE 2.1)

PLC Implementation with Integrity: All licensed staff will participate in Professional Learning Communities (PLCs) with integrity, engaging in collaborative data analysis and instructional decision making to enhance teaching and learning practices. (Strategic Plan Goal 1 Obj 1)

Accountability to the Theory of Change: All stakeholders will utilize the Theory of Change to hold each other accountable for intermediate outcomes and assess our collective effectiveness at improving student outcomes (Bellwether)

High-Quality Assessments and Data Sources: Assessments and data sources used for instructional decision making support a valid, reliable, and balanced assessment system (e.g. Quarterly, VALLS, Common Inst. Tasks, HMH, Formative, etc.) (FQL)

Professional Learning

CRE Micro-credential: District staff will collaborate with school leaders in developing, implementing, and monitoring a plan for meeting the division expectation of 100% principals and teachers obtaining the CRE micro credential by 2026.

Professional Learning that Supports Transfer into Practice: Schools and departments will engage in a systematic approach to adult learning that combines workshop-based PD, job-embedded coaching, and PLCs to support staff, at all levels, to develop the skills to continuously improve instruction. (Bellwether)

Culturally Responsive Education/Policies ACC & JBA: School leadership teams, Equity Coordinators, and DRTs will collaborate to determine a plan that includes identifying and implementing professional learning needed to support staff with the use of CRE Strategies.

Teacher Leadership Capacity: Identified teacher leaders have the necessary capacity to support teacher professional learning (Bellwether)

Coaching Practices: Job-embedded PL supports (e.g. Instructional Coaches, LTIs, etc) target support with the schools and/or teachers that need it most, with a focus on transforming instructional practices and teacher actions (Bellwether)

Principal and AP Leadership: Principals and APs have the necessary capacity to serve as instructional leaders such that they can pair instructional vision with their ability to serve as a coach to their teachers and instructional staff (Bellwether)

Department-Based Leadership: Identified central staff / department members have the necessary capacity to support educator professional learning (Bellwether)

Technology to Transform Learning: Equitably accessible technology resources and aligned professional learning transform learning experiences and opportunities for all students (Strategic Plan: Goal 3, Obj 3)

Strand II: Affirming and Empowering Communities

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Note: Primarily in support of School Strategic Plans (SSP)

ACPS commits to developing a culturally-responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

Positive learning environments for students and staff	**Family engagement**
Employee Engagement	Engaged Families Around Learning, including
Student Sense of Belonging	● *Parent Conferences*
Strategic Alignment Between Roles/Levels	● *Academic Events (3)*
Social-Emotional Learning with Integrity	● *Two-way communication*
	Community Partnerships Around Learning
	Stakeholder Communication and Engagement

Creating positive learning environments for students and staff

Employee Engagement: 25-26 Gallup item or cluster that they think will be most impactful to increase engagement in 26-27.

Student Sense of Belonging: Schools will analyze data on a regular basis (at least biweekly) to optimize student attendance and sense of belonging, as well as reduce discipline infractions.

Strategic Alignment Between Roles / Levels: What is held "tight" and "loose" across a school, department, and/or division is clearly defined; where structures are "tight," guiding resources provide direction that promotes shared commitment and agency. (Bellwether)

Social-Emotional Learning with Integrity: Educators implement with integrity a social-emotional learning curriculum, including Responsive Classroom and Developmental Designs, in grades K-12 (Strategic Plan: Goal 1 Obj 2)

Family engagement

Parent Conferences. Schools will partner with families to stay abreast of individual student progress through holding fall and spring parent-teacher conferences as well as providing progress reports at the midpoint of each nine weeks.

Academic Events. Schools will host 3 academic family events focused on reading, math, and/or content.

Communications. Schools will develop and implement a communications plan to include regular updates from the principal and maintenance of updated websites and social media with consideration for culturally and linguistically diverse families. (CRE 3.2)

Engaged Families Around Learning: Families engage in opportunities for increased visibility into what students are learning, what "on-track" looks like, and what strategies they can use at home to support their students. (Bellwether, CRE Framework 3.2)

Community Partnerships Around Learning: Educators invite the cultural wisdom of the community into the classroom and build on community funds of knowledge to support the education of all students (CRE Framework 3.3)

Stakeholder Communication and Engagement: Effective communications and approaches to community engagement develop asset-based partnerships with stakeholders in our school community (including those without children in our schools) (Strategic Plan Goal 2 Obj 3)

Strand III: Equitable, Transformative Resources

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Note: Primarily in support of Department Improvement Plans (DIP)

ACPS will attract, develop, and retain the highest quality staff; develop sustainable and modern facilities, infrastructure, and equipment; and distribute all resources in an equitable manner to transform learning experiences and opportunities.

Deliver High-Quality, Responsive Services: Departments strengthen systems and procedures to ensure efficient, reliable, and user-centered services that support students, staff, and families.

Cultivate Inclusive, Equitable, and Welcoming Environments: Departments foster environments where all individuals feel respected, supported, and valued, with particular attention to access, cultural responsiveness, and equity.

Engage and Develop a Thriving Workforce: Departments prioritize recruitment, retention, and professional growth by investing in employee engagement, recognition, well-being, and leadership development.

Communicate Transparently and Build Strong Relationships: Departments strengthen communication and engagement efforts to increase trust, clarity, and shared ownership across the school division and community.