Stony Point Elementary

STRATEGIC PLAN

2026-2027

Vision for Albemarle County Public Schools: Our learners are engaged in authentic, challenging, and relevant learning experiences and become 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 Stony Point Elementary, when we combine the strength of our connections with the courage to take risks and overcome challenges, we create the "Dragon Magic" that makes our school a truly transformative space where academic growth thrives, and every person in our community experiences a genuine sense of belonging.

Connection
We will ensure that every colleague, student, and family feels seen, valued, and known.
We will intentionally collaborate to strengthen our instructional practices so that **all** students are successful.
Courage
We will challenge each other to step out of our comfort zones, engage in reflective dialogue and discourse, and ask questions with curiosity, as we improve our instruction and schoolwide systems so that every student will thrive.

Connection+Courage= Dragon Magic

Plan for Operationalizing School Priorities for 2026-27

Strand 1: Thriving Students			
SMART Goal: As measured by SOL results, every enrollment group in the school will meet state accreditation targets or reduce the previous failure rate by 10% (R-10) in all tested subjects.			
Current State: Stony Point Elementary - Virginia School Quality Profiles			
School Priority (with Focus Area)	**Role(s) Responsible for Implementation**	**Evidence of Progress/Completion**	**Role(s) Responsible for Monitoring and Supporting**
Data-Driven Practice All teaching staff will collaborate in weekly professional learning communities (PLCs) to review student performance data, share instructional strategies, and plan targeted intervention and enrichment so that students receive high-quality instruction daily.	Principal; Assistant Principal; Team Leaders; Instructional Coach; all instructional staff	PLC agenda & minutes consistently addressing these 4 questions: 1. What do we want students to learn? 2. How will we know if they learned it? 3. What will we do if they haven't learned it? 4. What will we do if they already know it? There will be evidence of continuous cycles of: ● **Assessment:** Creating rigorous interim assessments that provide meaningful data. ● **Analysis**: Examining the results of assessment to correctly identify the causes of both strengths	Principal, Assistant Principal, Team Leaders; Instructional Coach

		and shortcomings for all students. ● **Action:** Teaching more effectively what students most need to learn. There will be a culture of DDI- an environment in which data-driven instruction survives and thrives. ● Growth on common assessments across classrooms and grade levels. ● Close achievement gaps for students with disabilities, EL, and economically disadvantaged students.	
<u>Accountability to the Theory of Change</u> All classroom teachers will participate in weekly student success meetings alongside other resource teachers and specialists to implement coherent, connected instruction across the Tiers.	Principal; Assistant Principal; Grade level teachers, Intervention, TDRT, EL, Counselor	● Reorganize MTSS/SBIT organization of student notes. ● Update tracking of students in SBIT. ● Ensure consistent tracking of data. ● Ensure follow-through with next steps and meetings.	Principal; Assistant Principal
<u>Guaranteed Curriculum through High-Quality Tier 1 (classroom) instruction</u>	Principal; Assistant Principal; All instructional staff	**Instructional Implementation:** ● Conduct at least 8 learning walks per teacher to monitor delivery of	Principal; Assistant Principal

By combining shared grade-level standards with high-quality daily teaching, we guarantee that every student gets the core instruction they need to succeed.		high-quality Tier 1 instruction. ● Deliver timely, actionable, and constructive feedback following every classroom learning walk to foster teacher reflection and growth.	

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: Gallup Data Panorama Data			
School Priority (with Focus Area)	**Role(s) Responsible for Implementation**	**Evidence of Progress/Completion**	**Role(s) Responsible for Monitoring and Supporting**
Social- Emotional Learning with Integrity (Responsive Classroom Reset)	Principal; Assistant Principal; Attendance Team; School Counselors; SPED Team; All Instructional Staff, DRT	• Implementation of schoolwide Responsive Classroom Routines and C.A.R.E.S. competencies • CARING Dragon Card referrals increase. • Discipline referrals decrease. • Increase in overall average score under School Safety Survey and increase in % on the following question: • 1. How much respect do students at your school show you? 45%	Principal; Assistant Principal; Attendance Team; School Counselor; DRT, Div. Equity Coordinator
Employee Engagement (Creating Positive Learning Environments for Students and Staff)	Principal; Assistant Principal; Team Leaders;	• Gallup Engagement Mean will increase from 4.34 • Informal Feedback (faculty meeting exit	Principal; Assistant Principal; School Strategic Team; Team Leaders; all Instructional staff

		tickets, informal conversations with staff)	
Engaged Families around Learning: Parent Conferences - Fall & Spring, Academic Events (3), Communication	Principal; Assistant Principal; Team Leaders; all Instructional Staff	● Attendance Logs from Parent Conferences (fall & spring) ● Informal feedback from families (phone call check-ins, PTO meetings) ● Parent Square Reports for teacher use and parent interaction.	Principal Assistant Principal; Team Leaders; all Instructional Staff