

School: Steuart W. Weller Elementary School										
Empowering all students to make meaningful contributions to the world.										
STRAND I: TEACHING FOR LEARNING										
Domain		Smart Goal(s)								
Domain 1 - English Language Arts		By March, 2019, 56% of all students in grades 3-5 will make their projected years growth target according to the MAP Growth Assessment.								
		By March, 2019, 50% of all special education students and 50% of all African American students in grades 3-5 who performed in the Lo-Average range (reading) in the fall will move to the average range according to the MAP Growth Assessment.								
ACTION PLAN										
1. Essential Action/Research-Based Strategy:		Full K-5 implementation of reader's workshop.								
Strategy is supported by the following LCPS building blocks:	<input type="checkbox"/>	Performance Assessments	<input type="checkbox"/>	Project Based Learning	<input type="checkbox"/>	Student Agency	<input type="checkbox"/>	Technology Enabled	<input checked="" type="checkbox"/>	Blended / Personalized Learning
	<input type="checkbox"/>	Assessment & Internal Accountability	<input type="checkbox"/>	Safe & Supportive Learning Environments	<input checked="" type="checkbox"/>	Data to Support Student Success	<input checked="" type="checkbox"/>	Powerful Planning	<input type="checkbox"/>	LCPS Five Cs
Focus Area [Domain(s), Student Group(s)]		Action Steps		Staff Role(s) Responsible for Implementation		Begin Dates	End Date	Evidence of Progress/Completion (Artifacts required)		
Grades 2-5		Teachers are implementing reader's workshop.		Grade Level Teachers		8/27/18	6/7/19	MAP scores, DRA scores, SOL results, walk throughs, and professional development participation in Literacy Lab.		
		2								
		3								
		4								
		5								
2. Essential Action/Research-Based Strategy:		Identifying and implementing tier 3 interventions.								
Strategy is supported by the following LCPS building blocks:	<input type="checkbox"/>	Performance Assessments	<input type="checkbox"/>	Project Based Learning	<input type="checkbox"/>	Student Agency	<input checked="" type="checkbox"/>	Technology Enabled	<input type="checkbox"/>	Blended / Personalized Learning
	<input type="checkbox"/>	Assessment & Internal Accountability	<input type="checkbox"/>	Safe & Supportive Learning Environments	<input checked="" type="checkbox"/>	Data to Support Student Success	<input checked="" type="checkbox"/>	Powerful Planning	<input type="checkbox"/>	LCPS Five Cs
Focus Area [Domain(s), Student Group(s)]		Action Steps		Staff Role(s) Responsible for Implementation		Begin Dates	End Date	Evidence of Progress/Completion (Artifacts required)		
All Students who receive tier 3 instruction		Interventionists are implementing research-based specialized reading.		Interventionist (SPED, ELL, Grade-Level Teachers)		8/27/18	6/7/18	Progress Monitoring results		
African American and Special Needs students		CLTs will identify students in these two gap groups to identify if they are in need of intervention and if so what interventions are in place		Interventionist (SPED, ELL, Grade-Level Teachers)		10/30/18	11/30/18	Student evidence excel doc with MAP, DRA, SOL, and discipline info with tiered interventions		
		3								
		4								
		5								

3. Essential Action/Research-Based Strategy:										
Strategy is supported by the following LCPS building blocks:	<input type="checkbox"/>	Performance Assessments	<input type="checkbox"/>	Project Based Learning	<input type="checkbox"/>	Student Agency	<input type="checkbox"/>	Technology Enabled	<input type="checkbox"/>	Blended / Personalized Learning
	<input type="checkbox"/>	Assessment & Internal Accountability	<input type="checkbox"/>	Safe & Supportive Learning Environments	<input type="checkbox"/>	Data to Support Student Success	<input type="checkbox"/>	Powerful Planning	<input type="checkbox"/>	LCPS Five Cs
Focus Area [Domain(s), Student Group(s)]	Action Steps			Staff Role(s) Responsible for Implementation		Begin Dates	End Date	Evidence of Progress/Completion (Artifacts required)		
	1									
	2									
	3									
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