School: Cardinal Ridge Elementary School

Empowering all students to make meaningful contributions to the world.

### STRAND I: TEACHING FOR LEARNING

#### Domain 2 - Mathematics

**Smart Goal(s)**

By May 2021, 50% of the total number of scholars taking the MAP math assessments (Fall, Mid-year, and Spring) will demonstrate growth by meeting their projected RIT scores.

#### Domain 1 - English Language Arts

**Smart Goal(s)**

By May 2021, 50% of the total number of scholars taking the MAP reading assessments (Fall, Mid-year, and Spring) will demonstrate growth by meeting their projected RIT scores.

#### Domain 5 - Other Academic Areas

**Smart Goal(s)**

By June 2021, 75% of scholars will experience Personalized Learning (PL) as a primary mode of learning and be able to articulate "the how" (flexible tools & Content / target instruction) and "the why" (student reflection & ownership / data driven decisions) of Personalized Learning.

### ACTION PLAN

#### 1. Process Goal/Research-Based Strategy:

School instructional leadership will provide ongoing explicit feedback and support to teachers on lesson planning, instructional delivery, and professional development (Targeted Small Group Instruction & Math Workshop)

<table>
<thead>
<tr>
<th>Focus Area [Domain(s), Student Group(s)]</th>
<th>Action Steps</th>
<th>Staff Role(s) Responsible for Implementation</th>
<th>Begin Dates</th>
<th>End Date</th>
<th>Evidence of Progress/Completion (Artifacts required)</th>
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<tbody>
<tr>
<td>Personalized Learning (PL)</td>
<td>Admin team will take part in learning walks with school and division base stakeholders to monitor the implementation of math workshop.</td>
<td>Administrative team, Personalized Learning Team, and Division personnel</td>
<td>8/27/20</td>
<td>6/15/21</td>
<td>PL Learning Walk feedback, walkthrough trends and next-steps, teacher need surveys, and post-walkthrough / post-observation dialogue.</td>
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<tr>
<td>Powerful Planning</td>
<td>Instructional Leadership Team (ILT) will participate in CLTs to provide feedback on lesson plans and targeted small group instruction through the Critical Friends Protocol process and professional development provided by instructional leadership team and various stakeholders.</td>
<td>Administrators, Instructional Facilitator of Technology (IFT), Instructional Reading Specialist, District Instructional Facilitator (DIF), and teachers</td>
<td>8/27/20</td>
<td>6/15/21</td>
<td>CLT meeting minutes, change in quality of aligned lesson plans based on the essential skill, knowledge, and processes, colleague feedback based on the Critical Friends Protocol, implementation monitor, math workshop instructional needs survey, provide opportunities for differentiated PD and reflection, Google Classroom supports</td>
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<tr>
<td>Data to Support Student Success</td>
<td>CLTs will be conducted on a planning-data analysis cycle to look at lesson plans, aligned objectives, aligned activities, and formative/summative assessments.</td>
<td>Administrators, Instructional Facilitator of Technology (IFT), Division Instructional Facilitator (DIF), and Teachers</td>
<td>8/27/20</td>
<td>6/15/21</td>
<td>Data analysis; lesson studies, reflective protocols,</td>
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<tr>
<td>Technology Enabled</td>
<td>Teachers and Instructional Leadership Team will utilize Digital Usage Report in CLTs to 1) monitor scholars' usage and effectiveness of technology (resource), 2) provide feedback to scholars, and 3) use data to develop flexible targeted small group instruction.</td>
<td>Administrators, Instructional Facilitator of Technology (IFT), Instructional Reading Specialist, District Instructional Facilitator (DIF), teachers, and teacher assistants.</td>
<td>8/27/20</td>
<td>6/15/21</td>
<td>Data reports, scholar tier progression reports, Data Day Tasks and notes, scholars' technology reflection.</td>
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#### 2. Process Goal/Research-Based Strategy:

School instructional leadership will provide ongoing explicit feedback and support to teachers on lesson planning, instructional delivery, and professional development (Targeted Small Group Instruction & Reader's Workshop)

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<td>Performance Assessments</td>
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<td>Project Based Learning</td>
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<td>Student Agency</td>
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<td>Technology Enabled</td>
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<tr>
<td>Blended / Personalized Learning</td>
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### 8. Process Goal/Research-Based Strategy:

**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):**

#### Powerful Planning
- Action Steps:
  1. Instructional Leadership Team (ILT) will participate in CLTs to provide feedback on lesson plans and targeted small group instruction through the Critical Friends Protocol process.
  2. Teachers, ILT, and Labsite Coach will take part in learning walks to monitor the implementation and effectiveness of PL and engage in the feedback process during post-observations.
  3. Teachers will provide scholars with the opportunities to reflect on their learning, have voice and choice in the way they learn, and express how they prefer to learn across multiple content areas.

#### Data to Support Student Success
- Action Steps:
  1. Staff will plan for and provide for interventions based on scholar’s needs and implement groups.
  2. CLTs will be conducted on a planning-data analysis cycle to look at lesson plans, aligned objectives, aligned activities, and formative/summative assessments.

#### Technology Enabled
- Action Steps:
  1. Teachers and Instructional Leadership Team will utilize Digital Usage Report in CLTs to 1) monitor scholars’ usage and effectiveness of technology (resource), 2) provide feedback to scholars, and 3) use data to develop flexible targeted small group instruction.

#### Evidence of Progress/Completion
- **PD materials and evidence in My Learning Plan, Fast Bridge Screenings and progress monitoring:**
- **Lesson Plans, FastBridge probes, Measures of Academic Progress (MAP), student work, reading specialist groups, data:**
- **CLT meeting minutes, change in quality of aligned lesson plans based on the essential skill, knowledge, and processes, colleague feedback based on the Critical Friends Protocol, implementation monitor, reader’s workshop instructional needs survey, provide opportunities for differentiated PD and reflection, Google Classroom supports:**
- **Data analysis; lesson studies, reflective protocols, and IEP Audit to provide data to support PD:**
- **Data reports, scholar tier progression reports, Data Day Tasks and notes, scholars’ technology reflection:**

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### 9. Process Goal/Research-Based Strategy:

#### 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):**

#### Strategy is supported by the following LCPS building blocks:
- **Performance Assessments**
- **Project Based Learning**
- **Student Agency**
- **Technology Enabled**
- **Blended / Personalized Learning**
- **Assessment & Internal Accountability**
- **Safe & Supportive Learning Environments**
- **Data to Support Student Success**
- **Powerful Planning**
- **LCPS Five Cs**