

Fairfax County Public Schools

**School Innovation and Improvement Plan
2021-2022**



Glen Forest Elementary School, Region 2

Diane L. Herndon-Wilson, Principal

THEORY OF ACTION: To Continuously Improve Teaching and Student Learning in FCPS



STUDENT SUCCESS:

FCPS will eliminate gaps in opportunity, access, and achievement for all students.

All FCPS PreK-12 students will continuously progress in their development of Portrait of a Graduate (POG) attributes.



CARING CULTURE:

All FCPS employees will demonstrate cultural responsiveness when supporting families, students, and other staff.

FCPS will use best practices to enable students and staff to make healthy life choices.

Welcoming and Culturally Responsive Environment

How we Achieve our GOAL

A welcoming and culturally responsive environment is provided to all students and families by focusing on:

Physical Integration: class placement and student schedules ensure that diversity exists in all learning environments

Social-Emotional Engagement: pro-social skills development, responsiveness to trauma, and restorative discipline plans

Opportunity to Learn: access to challenging curriculum and course offerings are paired with systems of support

Instructional Excellence: collaborative teams respond to instructional needs and have systems to differentiate as needed

Engaged and Inspired Learners: authentic and applied learning experiences link **Portrait of a Graduate attributes** with student goals and aspirations

Closing the Achievement Gap Framework is utilized to identify and address existing equity challenges:

- Relationships
- Academic Support
- Access to Rigor
- College and Career Readiness
- Ready to Learn
- Family and Community Engagement

Professional Learning Communities

How we Achieve our GOAL

Collaborative teams regularly utilize the division's **Planning and Pacing Guides** to focus the work of the instructional cycle:

- What do we want students to know, be able to do and understand?
- How will we know that students have learned it?
- How will we respond if students haven't learned yet?
- What will we do if students have learned?

Multi-tiered Systems of Support (MTSS)

Collaborative Teams implement protocols to meet the individual **academic, behavior** and **social-emotional** needs of all students by focusing on:

- Culture of collective responsibility
- High quality core instruction for academics, behavior, and social-emotional wellness
- Monitoring student progress
- Data-informed decision making
- Evidence-based interventions
- Family, school, and community partnerships

High Quality Instruction

How we Achieve our GOAL

High Quality Instruction aligned to the **FCPS Learning Model** intentionally integrating state standards and **Portrait of a Graduate attributes**, is provided to all students:

Learner Centered Environment: culturally responsive physical and virtual learning environments that honor student goals, strengths, needs, interests, and learning styles

Concept Based Curriculum: development of understandings, knowledge, and skills that can be applied across subject areas and in real life settings

Meaningful Learning Experiences: inquiry-based learning opportunities that foster curiosity and develop communication and collaboration skills

Purposeful Assessment: student demonstration of knowledge and skills in a variety of ways, including performance tasks, projects, and portfolios

Beliefs, Mission and Vision Statements

Fairfax County Public Schools—Beliefs

- Each student is entitled to an excellent education that meets his or her individual needs.
- Effective educators are essential to student success.
- We thrive in a vibrant, healthy, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead productive, fulfilling, creative and culturally rich lives.
- A successful education system fosters effective communication, critical thinking, creativity and collaboration.
- A dynamic partnership among students, parents, educators and with the community is critical to meet student needs and provide enriching experiences.
- Families play a fundamental role in their children’s education.
- Our diversity is a strength that creates resilient, open and innovative global citizens.
- High expectations inspire high performance.
- An educated citizenry sustains our economy and our system of self-governance.
- Self-motivation and personal responsibility are keys to future success.
- Early childhood education is crucial to school readiness and future success.
- Reading proficiency by third grade is critical for the academic success of all students.

Fairfax County Public Schools—Mission Statement

Fairfax County Public Schools inspires and empowers students to meet high academic standards, lead ethical lives, and be responsible and innovative global citizens.

Fairfax County Public Schools—Vision Statement

Looking to the Future

FCPS prepares all students for the world of the future by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy and motivated to pursue learning throughout their lifetimes.

Commitment to Opportunity

FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

Community Support

Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

Achievement

Fairfax County students achieve at high levels in all core areas and across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond the basics, and encompasses the arts, technology, communication, and critical thinking skills in preparation for the work of the world. FCPS provides a breadth and depth of opportunities to allow all students to stretch their capabilities and pursue their passions.

Accountability

FCPS is accountable for the academic achievement of all students. FCPS measures academic progress, to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

Glen Forest Elementary School

Glen Forest —Beliefs

At Glen Forest Elementary School we believe in high levels of learning for all children and adults.

Glen Forest —Mission Statement

Our mission is to foster life-long learners. Within a safe and caring community, we collaborate, differentiate, motivate and communicate so all achieve their greatest potential. Our futures begin here.

Glen Forest —Vision Statement

The Glen Forest Community of families, children and teachers learn together. We honor diversity, enhance creativity, and develop higher-level thinking through literacy, numeracy, technology and the arts. We develop the whole child, creating a future of responsible, contributing citizens for a better world.



Glen Forest Elementary School Belief Statement, Values, and Actions



| At Glen Forest Elementary School, we believe in high levels of learning for all children and adults. | | | |
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| We value: | Rigor | Positive Culture | Collaborative Work |
| Our actions reflect our values: | <ul style="list-style-type: none"> ★ Set high goals ★ Have a growth mindset for students ★ Hold students accountable ★ Use performance tasks and authentic learning experiences ★ Ask high level questions ★ Recognize effort and teach Best Effort Strategies  | <ul style="list-style-type: none"> ★ Build and maintain an inclusive community ★ Give positive reinforcement, feedback, and praise ★ Use a positive, respectful tone of voice with students and each other ★ Develop connections and positive relationships ★ Increase cultural understanding ★ Listen carefully to students and each other  | <ul style="list-style-type: none"> ★ Participate actively and attentively in professional development ★ Collaborate for a variety of purposes ★ Have a growth mindset for ourselves ★ Share resources ★ Communicate with clarity in a variety of ways  |

Committee Members

| Name | Position |
|--|----------------------------|
| Diane Herndon-Wilson | Principal |
| Amber Richard Liz Manning Coretta Brown | Assistant Principals |
| Patty Edwards Angela Ulsh Avery Rothman | AART Resource Teachers |
| Kiera Guralnik Sarah Jacoby Lauren Allen | Student Support Team |
| Sara Travis (PK) Denise Snowden (K) Nicole Southcott (1st) Erin Donovan (2nd) Catherine Gundlach (3rd) Rachel Pipitone (4th) Mary Scalici (5th) Andrew McDermott (Specials) Robin Davis (SpEd) | Grade Level Team Leaders |
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| Kristen Caldwell Aditi Chokshi Alexandra Franck | Literacy Resource Teachers |

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| Sara Binder Gail Mattoon Jaime Ovalle | Math Resource Teachers |
| Jeanine Osther | SBTS |
| Robin Davis | Special Education Lead Teacher |

Timeline of SIIP Committee Meetings

| Date of Meeting | Committee/Subcommittee | Administrator Scheduled to Attend |
|------------------------|---|--|
| June 2021 | Virtual CLT Meetings by Grade Level to reflect on areas of growth and success | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| September 22, 2021 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| October 12, 2021 | BOY School Wide SIIP Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| October 20, 2021 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| November 17, 2021 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| December 15, 2021 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |

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| January 19, 2022 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| February 16, 2022 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| March 16, 2022 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| April 20, 2022 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| May 18, 2022 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |
| June 8, 2022 | Team Leaders Meeting | Diane Herndon-Wilson, Amber Richard, Liz Manning & Coretta Brown |

2019-2020 End-of-Year Reflection

| | <i>WHAT?</i> | <i>WHY?</i> | <i>SO WHAT?</i> |
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| | Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth? | Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have? | For the next year, what are our commitments to action to build on these strengths or to create the growth we desire? |

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| <p><u>K-2 Strengths:</u> *Quality writing experiences through reading/writing partners, writing celebrations, starting independent writing/reading on Day 1, responsive teaching based on observations *Reading Workshop model - read alouds, differentiated reading groups, flexible groupings, word work *POGPOL -Students were able to have conversations about how they communicate and collaborate and reflect on growth *Teacher perspective around communication and collaboration skills shifted</p> <p><u>K-2 Growths:</u> *Meeting needs of ESOL struggling readers (Word study helped) *Holding students accountable for reading at home *Continued support in integrating POGPOL language into curriculum that is already being utilized.</p> <p><u>3-5 Strengths:</u> *Writing -starting independent writing/reading on Day 1, responsive teaching based on observations, Poetry Jams, allowing more time for writers' workshop, providing student choice, and peer review *Book Clubs - started earlier in the school year, established routines and expectations early on and supported</p> | <p><u>K-2 Strengths:</u> *Co-teacher model provides opportunity for flexible groupings *Shared ownership for student achievement between all teachers. *Refined and preserved strategies & lessons from previous years.</p> <p><u>K-2 Growths:</u> *Developing strategies to address student needs that can not be addressed with the programs we already have in place *Increase student and family buy-in for independent reading at home *Continued PD and shared ideas on the integrations of POGPOL language and evidence collection/curation for younger students.</p> <p><u>3-5 Strengths:</u> *Co-teacher model provides opportunity for flexible groupings *Increasing student talk in the classroom to engage and motivate, emphasized through POGPOL *Student driven projects/activities (PBLs, DBQs & Socratic Seminars) *Refined and preserved strategies & lessons from previous years.</p> <p><u>3-5 Growths:</u> *Continue to work on ideas to hold students accountable for independent work - student buy-in *Math workshop support for game</p> | <p><u>K-5 Commitments:</u> *Equity will be at the center of all planning, including a dedicated time in CTs for on-going PD on antiracism. *Refresher/relaunch of best practices in student learning to ensure that all new teachers and returning teachers are knowledgeable in best practices. *Continue with reading & math workshop models to promote rotations which target instruction. *More collaboration across grade levels - vertical articulation when planning in core content areas as well as POGPOL. *More flexible grouping for students across all academic disciplines and if needed across grade levels. *Embedding more AAP and/or high leverage/real-world tasks added to instruction to stretch thinking skills. *Discussing more intervention/ recovery & extension strategies during CT meetings. *Teams will incorporate POGPOL planning in CTs so that language and outcomes are embedded in content area tasks.</p> |
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| <p>students with talk, language, etc.,</p> <ul style="list-style-type: none"> *Math - daily spiral review through 4 Square, spiral review packets, flexible groupings based off of spiral review data *Math talk and intentional peer partnerships *AART supporting small groups of students for additional challenges *Students making natural connections to POGPOL across content areas. <p><u>3-5 Growths:</u></p> <ul style="list-style-type: none"> *Need for greater selection of fantasy books *Struggle to balance time with meaningful guided reading groups/discussion and running record completion *Support in developing accountability and meaning to POGPOL reflection time. | <p>development and time to implement as well as varying schedules for more small group support during the math block.</p> <ul style="list-style-type: none"> *Continued PD and shared ideas on evidence collection/curation for POGPOL | |
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Innovation and Improvement Metrics

Strategic Plan Goal 1: Access and Opportunity

Elementary School

Portrait of a Graduate: All students will receive opportunities to develop and strengthen skills related to the POG attributes of Communicator & Collaborator with the aim of further targeting the development and mastery of Portrait of a Graduate skills.

- Students in grades K-5 will engage in a Critical & Creative Thinking Lab
- Students in K-5 will participate in STEM & Technology Lab
- Data will be quantifiable and correlated to the Communicator & Collaborator Rubrics/Matrices to show student growth
- Baseline data is collected at BOY and monitored at Mid-Year & evaluated at EOY to determine student growth in the area of POG attributes of Communication and Collaboration.
 - Communicator Skills - School-wide focus:
 - Employs active listening strategies to advance understanding.
 - Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners.
 - Collaborator Skills - School-wide focus:
 - Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.
 - Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks.

Elimination of Gaps:

1. Glen Forest will work to eliminate the gap in learning represented by our students with disabilities.
2. Glen Forest will provide access to the AAP curriculum for all students.

Opportunity

- All special education students will participate in additional specialized programs tailored to their IEP learning goals.
- All students will participate in the AAP curriculum through quarterly participation with a variety of resources.

Access

- 100% of special education students will receive instruction from evidence based programs (EBP) for reading and math.
 - County-approved reading and math EBPs delivered by trained staff
- 100% of classrooms will have access to instructional experiences using the AAP curriculum on a quarterly basis.
 - Socratic Seminar
 - Jacob's Ladder
 - M2 or M3
 - JASON Project
 - DBQs

Baseline Data

- 19% of teachers at GFES are AAP endorsed
- 67% pass advanced on the Reading, Mathematics, Science or Social Studies SOL (2019)
- GFES presently has 3 AAP classrooms (one per grade) in grade levels 3-5
- At the end of the 2019 school year, Students with Disabilities (SWD) scored an unadjusted pass rate of 33%, and an adjusted pass rate of 77% on the Reading SOL test
- At the end of the 2019 school year, Students with Disabilities (SWD) scored an unadjusted pass rate of 50%, and an adjusted pass rate of 77% on the Math SOL test

Achievement

- Increase the number of teachers who are AAP endorsed
- Increase the percent of students who pass advanced to 75% on the Reading, Mathematics, Science or Social Studies SOLs
- Expand our Level IV Program to include multiple classes at grades 3, 4, & 5
- Increase the pass rate for our SWD on Reading and Math SOLs.

Standards of Accreditation: School quality indicators are measured for Academic Achievement and Academic Achievement Gaps.

- Current Standard of Accreditation measures show our 3rd- 5th graders passed at an adjusted rate of 91%. (Reading)
- SOA achievement gaps for English unadjusted Reading indicates that 33% passed (SWD); 49% (Hispanic); 36% (ELL); Adjusted rates are: 77% SWD, 89% Hispanic, and 95% ELL.
- Current Standard of Accreditation measures show our 3rd- 5th graders passed at an adjusted rate of 93%. (Math)
- SOA achievement gaps for Mathematics unadjusted indicates that 50% passed (SWD); 67% (Hispanic); 63% (ELL); Adjusted rates are 77% SWD, 90% Hispanic, 95% ELL.
- Current Standard of Accreditation measures show our 5th graders passed at a rate of 78%. (Science)

Strategic Plan Goal 2: Caring Culture

Cultural Responsiveness: All FCPS employees will demonstrate cultural responsiveness when supporting families, students, and other staff.

- 99%- This school welcomes families of different backgrounds and cultures.
 - 97% - Our school recognizes and respects families’ cultural, ethnic, and religious diversity.
 - 96% - I feel welcome at my child’s school.
 - 96% - My child connects to and trusts at least one caring adult at the school.
 - 93% - This school is inviting and feels like a place where I belong.
- (Family Engagement Survey 2018-2019)

Standards of Accreditation: Additional school quality indicators are measured for Student Engagement and Outcomes.

- 7.9% (Grades 1-5), 9% (EDSL state) 10.7% (K-5 VDOE) at GFES were absent for more than 10% of the year

| What percentage of students at Glen Forest ES are absent for more than 10% of the year? | | | | | | Please Note (Attendance): |
|---|---------|---------|---------|---------|---------|--|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | |
| SOA chronic absenteeism rate | 9% | 9% | 10% | 7% | 9% | A school is considered to have a low rate of frequent absences if less than 10 percent of students are designated as chronically absent. |
| Did this school have low rates of frequent absences? | | Yes | No | Yes | Yes | |

Days absent for school functions or while a student was assigned to home-based services are excluded from consideration when determining whether these students missed 10 percent or more of the year.

- Glen Forest has a low rate of frequent absences

Metrics Key:

Black = Board-approved Strategic Plan metrics

Blue = Standards of Accreditation (SOA) school quality indicators

Purple = Connections to Equity Profile reporting)

Gray = Notes on data sources

Italics = Metrics under development

SMARTR Goal:

Justification: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.

STUDENT SUCCESS

X STUDENT
ACHIEVEMENT

POG

ACCESS &
OPPORTUNITY

CARING
CULTURE

| Baseline/Initial Goal | Interim Data/Goal | End of Year SMARTR Outcome |
|---|---|--|
| <p>Math: Students in grades 3-5 passed the 2019 Math SOL assessment at an unadjusted rate of 74%, and an adjusted rate of 93%.</p> <p>At the end of the 2019 school year, Students with Disabilities (SWD) in grades 3-5 scored an unadjusted pass rate of 50%, and an adjusted pass rate of 77% on the Math SOL test</p> <p>Reading: At the end of the 2019 school year, 76% of students in grades K-2 met the reading benchmark.</p> <p>At the end of the 2019 school year, Students with Disabilities (SWD) in grades 3-5 scored</p> | <p>Growth outcomes will be set by grade level teams through data analysis of common, formative, and summative assessments during weekly CT meetings and Data Dialogue Days.</p> | <p>Performance Goals:</p> <p>Math: Students in grades 3-5 will pass the 2021 Math SOL at an unadjusted rate of 80%, and a combined rate of 95%</p> <p>At the end of the 2021 school year, Students with Disabilities (SWD) in grades 3-5 will score an unadjusted pass rate of 60%, and an adjusted pass rate of 80% on the Math SOL test</p> <p>Reading: At the end of the 2021 school year, 76% of students in grades K-2 will be reading at benchmark.</p> |

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| <p>an unadjusted pass rate of 33%, and an adjusted pass rate of 77% on the Reading SOL test</p> <p>Science: 5th graders passed the 2019 Science SOL test at an unadjusted rate of 70%, and an adjusted rate of 78%.</p> | | <p>Students with Disabilities (SWD) in grades 3-5 will increase pass rates on the 2021 Reading SOL tests to an unadjusted pass rate of 50%, and an adjusted pass rate of 80%.</p> <p>Science: On the spring 2021 Science SOL test, students in 5th grade will increase the unadjusted pass rate to 75%, and the adjusted pass rate to 80%.</p> |
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| <p>Strategy 1</p> <p>Continue to incorporate Portrait of a Graduate skills across content areas.</p> | <p><u>Link to Portrait of a Graduate</u></p> | <p><u>Link to CAG Strategies</u></p> |
| <p>Action(s): <u>Collaborative Teams will:</u></p> <ol style="list-style-type: none"> 1. Keep POG skills at the forefront of team meetings, holistically planning lessons that strengthen students' abilities to communicate, collaborate, think critically, set goals, and consider global implications. 2. Focus on enhancing the attributes of communicator and collaborator as part of our POG POL initiative. <p><u>Teachers will:</u></p> <ol style="list-style-type: none"> 3. Team members will elect to attend PBL 2.0 Academy Course and provide relevant information to grade level teams. 4. Continue to integrate at least one PBL unit and one M2/M3 unit when feasible during virtual instruction in grades K-5. 5. Continue to integrate at least one DBQ's in grades 3-5 when feasible during virtual instruction. 6. Continue to integrate elements of the Advanced Academic Curriculum across all grades, such as Socratic Seminar & Jacob's Ladder, supported by our Advanced Academic Resource and Level IV teachers. | | |

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| <p>Strategy 2</p> <p>Continue the use of Best Practices in literacy, math, and science instruction.</p> | <p><u>Link to Portrait of a Graduate</u></p> | <p><u>Link to CAG Strategies</u></p> |
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Action(s)Teachers will:

1. Schedule and participate in quarterly science CTs in 5th grade to pace instruction, utilize common assessments, and analyze data to determine next steps.
2. Utilize assessment data to identify specific students by name & need and provide specialized reading programs for SWD's.
3. During CT's Special Education teachers will analyze data from specialized reading programs to drive instruction and will receive specialized training as needed.

School coaches & teacher leaders will:

4. Facilitate professional development around best practices in literacy, math, science through CTs, Data Dialogue Days, school planning & teacher work days (POG POL & Science focused) when feasible during virtual instruction.
5. Provide literacy and math coaching opportunities for all teachers as well as cluster coaching based on a review of student performance data and observations of instruction to strengthen teachers' craft.
6. Provide literacy and/or math lab sites for teachers throughout the school year when feasible during virtual instruction.

Strategy 3[Link to Portrait of a Graduate](#)[Link to CAG Strategies](#)**Continue to implement and strengthen the MTSS model and provide targeted support to identified students.****Action(s)**The MTSS Team will:

1. Provide appropriate interventions for students identified by the Multi-Tiered Systems of Support (MTSS) team.
2. Consistently monitor progress on a weekly basis for each student receiving Tier 2 and Tier 3 interventions, and use data collected from progress monitoring tools to modify as necessary.
3. Take necessary steps, including PD opportunities, shared documents, and weekly meetings, to ensure each member of our school community has a shared understanding of the MTSS process and its purpose to support student success.
4. Collaborate with the Student Support Team and the Behavior Specialist to address and support individual students and classroom behavioral needs.

Teachers will:

5. Participate in professional development to strengthen their skills in Tier 1 differentiation, scaffolding, and reteaching. Examples include: Literacy Collaborative, Number Talks, AART in-house PD with AAP curriculum resources, and teacher led and shared strategies during CTs.

6. Implement the intervention plans discussed with content coaches/MTSS team to fidelity, sharing progress monitoring data, and convening the team when modifications are necessary.
7. Continue the use of specialized and non-specialized reading programs to meet specific student learning needs with support from the content coaching team.
8. Collaborate with interventionists supporting students to ensure a tailored and cohesive instructional plan is created and maintained for each child.

Strategy 4

[Link to Portrait of a Graduate](#)

[Link to CAG Strategies](#)

Continue to build the concepts of a Professional Learning Community and Collaborative Teams to refine our work to ensure equitable and high levels of instruction for all students.

Action(s)

Collaborative Learning Teams will:

9. Create and revisit team norms consistently.
10. Utilize the CT cycle to guide collaborative work addressing student needs.
11. Consistently evaluate the state of CTs, making collective and intentional modifications to ensure the continued growth of the team through self-evaluation, reflection, team discussion, and team goal-setting using a PLC rubric.

SMARTR Goal:

Justification: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.

STUDENT SUCCESS

STUDENT ACHIEVEMENT
 ACCESS & OPPORTUNITY
 CARING CULTURE
 POG

| Baseline/Initial Goal | Interim Data/Goal | End of Year SMARTR Outcome |
|---|---|---|
| The Equity Team completed the initial Equity Audit. We have determined Professional Learning as the school’s area of focus. Within Professional Learning, we are focusing efforts on “teachers being exposed to and supported in implementing a variety of instructional approaches to meet the needs of diverse learners.” The Equity Team rated this component as “Building Knowledge.” | School-created staff survey that includes questions that align to the Equity Audit Professional Learning components, specifically honing in on: “teachers being exposed to and supported in implementing a variety of instructional approaches to meet the needs of diverse learners.” During CTs, track how often AAP, ESOL, and SpEd specific strategies are shared. Collect evidence on the impact of student learning supported by student work samples. | <p>Performance Goals: Our goal, with the Equity Team’s completion of the Equity Audit in May 2021, will be the advancement of their collective rating from “Building Knowledge” to one level of growth, “Translating into Practice,” and a stretch goal of two levels of growth to “Reflecting and Refining.”</p> |

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| Strategy 1 Development of larger, more comprehensive Equity Team | Link to Portrait of a Graduate | Link to CAG Strategies |
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Action(s):

Equity Committee will:

1. Be composed of one or more team members from each grade level and departmental team - ESOL, SpEd, Specialists..
2. Meet on a bi-weekly to monthly basis to receive and process professional development.
3. Committee members will provide the greater school community turnaround training during CTs on a bi-weekly basis. Members will facilitate intentional conversations on equity, race, and antiracism during CTs that will drive instructional decisions to include more inclusive resources and address the many cultures represented at GFES.
4. Monthly whole staff meetings that are inclusive of the custodial staff and office staff to ensure each member of our school community has a shared understanding of the Equity Committee and its purpose to support student success and enhance student and staff conversations on racism and antiracist practices.
5. Collaborate with the leadership team in providing teacher choice of in-house PD opportunities that align to inclusive instructional practices. These opportunities would take place during the FCPS scheduled 2020-2021 school planning days and teacher work days: 1/25/21, 3/8/21, 4/5/21.
6. Committee members and the leadership team will participate in a book club beginning 2nd Quarter - How to be an Antiracist, by Ibram X. Kendi.
7. Collaborate with the Family Engagement Committee and Student Support Team to ensure family events and workshops are equitable and inclusive of the GFES diverse population.

Teachers will:

8. Participate in bi-weekly CT conversations lead by Equity Committee members
9. Share with team members resources that are inclusive and representative of the greater school community
10. Integrate into planning and implement plans that are diverse in meeting needs of ESOL, SpEd, and/or enrichment opportunities and representative of the resources as shared by the Equity Committee and leadership team members.

Strategy 2

[Link to Portrait of a Graduate](#)

[Link to CAG Strategies](#)

Continue to build the concepts of a Professional Learning Community and Collaborative Teams to refine our work to ensure equitable and high levels of instruction for all students.

Action(s)

Collaborative Learning Teams will:

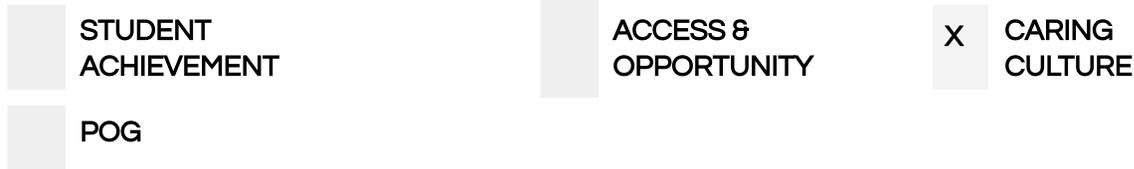
11. Create and revisit team norms consistently.
12. Utilize the CT cycle to guide collaborative work addressing student needs: inclusive of ESOL, SpEd, and AAP extensions.

13. Consistently evaluate the state of CTs, making collective and intentional modifications to ensure the continued growth of the team as well as embedded equitable practices through self-evaluation, reflection, team discussion, and team goal-setting using a PLC rubric.

SMARTR Goal:

Justification: All students will be literate, able to obtain, understand, analyze, integrate, communicate and apply knowledge and skills to achieve success in school and in life. Academic progress in the core disciplines will be measured to ensure that all students, regardless of race, poverty, language or disability, will graduate with the knowledge and skills necessary for college and/or employment, effectively eliminating achievement gaps.

STUDENT SUCCESS



| Baseline/Initial Goal | Interim Data/Goal | End of Year SMARTR Outcome |
|---|---|--|
| <p>Caring Culture: <u>Baseline Data:</u> GFES regularly maintains a student population of nearly 1,100 students. However, only 67 families, approximately 6%, completed the 2018-2019 Family Engagement Survey.</p> <p>2018-2019 Family Engagement Survey indicated that 74% of families who completed the survey agreed that GFES provides opportunities to connect with other families, while 77% agreed that they receive enough information from GFES about community services that help families. 78% of families</p> | <p>Caring Culture: <u>Mid-Year Data Point:</u> Using an electronic survey/poll (QR Code) collects feedback on these lower performing indicators. Questions will align to Family Engagement Survey questions and provide a midyear performance check-in that can then be tracked over the year.</p> <p>Completion rates of these surveys will be monitored. Though anonymous, these in-house surveys will collect grade level(s) information to help us further strategize and increase completion rates.</p> | <p>Caring Culture: <u>Goals:</u> Increase completion rate of the survey to 40% of GFES families.</p> <p>Increase percentages to 85% on the Family Engagement Survey indicators listed in baseline data.</p> <p><u>End-Year Data Point:</u> Collect parent feedback using the same electronic survey/poll (QR Code) as the mid-year data point. These results will be compared to the mid-year results as well as the 2020-2021 Family Engagement Survey and be utilized to drive decisions to</p> |

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| <p>agreed that GFES works with them to make key decisions about their child's education.</p> | | <p>continually improve family engagement for the fall of 2021.</p> <p>Completion rates of these surveys will be monitored. Though anonymous, these in-house surveys will collect grade level(s) information to help us further strategize and increase completion rates. Continued in-house surveys for the following school year will continue and the format and incentives to complete will be adjusted based on the rate of completion.</p> |
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| <p>Strategy 1</p> | <p><u>Link to Portrait of a Graduate</u></p> | <p><u>Link to CAG Strategies</u></p> |
| <p>Maintain consistent communication with families</p> | | |
| <p>Action(s):</p> <ol style="list-style-type: none"> 1. Utilize weekly GFES News You Choose and ENotify to provide information pertinent to events, resources, and services available in the local and school communities. 2. All families will be contacted 1:1 at the beginning of the school year to welcome the family to the new school year. Follow-up conversations will be maintained by triads on a bi-weekly basis. Meetings and conversations will be held via phone, BCCU, and Google Meets in the virtual setting. 3. Twitter and Facebook feeds will be maintained and updated with weekly events and positive happenings. 4. Administration will hold Virtual Coffee Talks for community members on a monthly basis. | | |

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| <p>Strategy 2</p> | <p><u>Link to Portrait of a Graduate</u></p> | <p><u>Link to CAG Strategies</u></p> |
| <p>Partner with families to provide them salient information regarding the school community</p> | | |

Action(s)

1. 100% of school staff will be on News You Choose in order to bolster communication & information sharing.
2. To increase numbers of completed Family Engagement Surveys, GFES will host specific meetings to assist families in understanding and completing the survey. Virtual platforms will be used and parent liaisons as well as additional staff interpreters will be available. In order to bolster attendance, these meetings will be associated with other family events and include incentives such as raffle prizes.
3. Grade Level Information Meetings, including Curriculum Nights, will be held for families. Virtual platforms will be used and parent liaisons as well as additional staff interpreters will be available.
4. The Family Engagement Committee will offer parent workshops throughout the school year, at least 1 per quarter, and include presenters from school staff as well as community partners. Virtual platforms will be used and parent liaisons as well as additional staff interpreters will be available.
5. PTO will commit to increasing its membership and identifying potential new board members on an as needed basis that are reflective of GFES diverse population. Virtual Coffee Talk, distribution of information at Family Food Markets, and when feasible in-person meetings at apartment complexes will be held to increase involvement. Virtual platforms will be used on a regular basis and parent liaisons as well as additional staff interpreters will be available.
6. SST will continue to maintain relationships and identify additional local community partners such as doctors/dentists, libraries, churches, mosques, and recreational centers that can support community members' varying needs. These resources will be shared on an as needed basis as well as during previously mentioned Family Engagement and PTO events.

| | <p>WHAT? Summarize your SMARTR Outcomes data. What collective strengths can we celebrate? In what areas do we have the greatest opportunity for growth?</p> | <p>WHY? Why were we successful in these areas? Did we implement our strategies well and is there a link between our strategies and goals? Why did we struggle in these areas? What did we not address as well as we could have?</p> | <p>SO WHAT? For the next interim, what are our commitments to action to build on these strengths or to create the growth we desire?</p> |
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| <p>STRENGTHS/ OPPORTUNITIES FOR GROWTH Initial Reflection</p> | <p>Date:</p> | | |
| <p>STRENGTHS/ OPPORTUNITIES FOR GROWTH Interim Reflection</p> | <p>Date:</p> | | |
| <p>STRENGTHS OPPORTUNITIES FOR GROWTH Reflection (if needed)</p> | <p>Date:</p> | | |
| <p>STRENGTHS OPPORTUNITIES FOR GROWTH End-of -Year</p> | <p>Date:</p> | | |