



2025-2026 School Improvement Plan

Grasonville Elementary School

SIT Members: Principal-Becky Tubman, Assistant Principal-Dannan Jones, Guidance Counselor-Shannon Berry, District Math Specialist- Alison Todd, District Reading Specialist- Catelyn Pervola, Grade Level & Content Team Representatives-Marcie Kaufman, Rachel Sherwood, Laura Dean, Patty De La Cuesta, Dana Kemp, Lisbeth Haarhoff, Nick Davis, and Megan Spence
Support Staff Representative- TBD, Judy Center Representative- Keshia Turner, Parent/Family Representative- TBD

QACPS Strategic Plan Goal 1

Achievement: Provide engaging and challenging curricula with experiences and supports that prepare students to be successful after graduation

Objective 1.1 - Monitor all student progress towards the completion of grade level standards and graduation requirements.

- **District Goals:**

- **ELA:**

- **Pre-Kindergarten:** By the end of the 2025–2026 school year, 70% of Pre-K students will demonstrate proficiency in phonemic awareness, as measured by an EOY score on the Heggerty Phonemic Awareness Assessment of 21 or higher.
- **Kindergarten ELA:** By the end of the 2025–2026 school year, 80% of Kindergarten students will be reading on or above grade level as measured by the End-of-Year STAR Early Literacy Assessment, demonstrating proficiency in foundational reading skills.
- **Grades 1 and 2 ELA:** By the end of the 2025-2026 school year, 70% of 1st and 2nd grade students will meet or exceed their Typical Growth targets in Reading as measured by the i-Ready Diagnostic Assessment, from Beginning-of-Year (BOY) to End-of-Year (EOY) results.
- **Grades 3-5 ELA :** By the end of the 2025-2026 school year, the number of students demonstrating proficiency on MCAP will increase by 5%.

- **Math:** By the end of the 2025-2026 school year, the number of students demonstrating proficiency on MCAP will increase by 5%.

- **Science:** Each school with grades 3-5 will increase student proficiency on the Maryland Integrated Science Assessment by at least 10 percentage points or reach a minimum of 45% proficiency, whichever is higher, by the end of the 2025-2026 school year.

Objective 1.1 - Monitor all student progress towards the completion of grade level standards and graduation requirements.

- **School Goals:**

- **Pre-Kindergarten:** By the end of the 2025–2026 school year, 70% of Pre-K students will demonstrate proficiency in phonemic awareness, as measured by an EOY score on the Heggerty Phonemic Awareness Assessment of 21 or higher.
- **Kindergarten ELA:** By the end of the 2025–2026 school year, 80% of Kindergarten students will be reading on or above grade level as measured by the End-of-Year STAR Early Literacy Assessment, demonstrating proficiency in foundational reading skills.
- **Grades 1 and 2 ELA:** By the end of the 2025-2026 school year, 70% of 1st and 2nd grade students will meet or exceed their Typical Growth targets in



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Reading as measured by the i-Ready Diagnostic Assessment, from Beginning-of-Year (BOY) to End-of-Year (EOY) results.

- **Grades 3-5 ELA :** By the end of the 2025-2026 school year, the number of students demonstrating proficiency on MCAP will increase by 5%.
- **Math:** By the end of the 2025-2026 school year, the number of students demonstrating proficiency on MCAP will increase by 5%.
- **Science:** By the end of the 2025-2026 school year, Grades 3-5 will increase student proficiency on the Maryland Integrated Science Assessment by at least 10 percentage points or reach a minimum of 45% proficiency, whichever is higher.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring		
			Person(s) Responsible		Timeline
Demonstrate alignment between standards, lesson objectives, instructional activities, and assessments in observed lessons, as measured by walkthroughs conducted during the school year using a district-aligned informal observation tool.	<ul style="list-style-type: none"> ● District-aligned informal observation tool with range-finding occurring among A&S members to provide feedback with fidelity ● Shared observation calendar among A&S to ensure appropriate intervals between visits 	N/A	C&I Supervisors School Administrators		Throughout the 25/26 school year (see observation calendar)
All schools with grades K-2 will implement district-created Grade 2 science and social studies assessments aligned to the Next Generation Science Standards and Maryland Social Studies Standards , with 100% of 2nd-grade	<ul style="list-style-type: none"> ● Provide PD on NGSS and MD Social Studies Standards ● Host trainings on assessment administration ● Sample Questions Resources ● Offer assessment review and 	N/A	C&I Supervisors School Administrators		August - Sept: PD sessions Sept.- Dec.: Teacher reviews the



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teachers administering the assessments and submitting student results to establish baseline proficiency data.	<ul style="list-style-type: none"> collaboration with the Supervisors Create a digital folder with resources (LMS) 				assessment April: Administer Assessment May: Review Results
All schools with fifth grade students will implement a district-created Grade 5 social studies assessment aligned to the Maryland social studies standards, with 100% of 5th grade teachers administering the assessment and submitting student results to establish baseline proficiency data.	<ul style="list-style-type: none"> Provide PD on MD Social Studies Standards Host trainings on assessment administration Sample Questions Resources Offer assessment review and collaboration with the Supervisors Create a digital folder with resources (LMS) 	N/A	C&I Supervisors School Administrators		August - Sept: PD sessions Sept.- Dec.: Teacher reviews the assessment April: Administer Assessment May: Review Results
All elementary schedules will include dedicated time for social studies and science to be taught every day.	Recommended time allotments for each content	N/A	C&I, Administrators		Summer 2025
Administer standards-based, district-provided, unit assessments in	District assessments Professional development on the use of Unify	N/A	Math Supervisor, Administrators,		Throughout the 25/26



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math and upload data to Unify.			Teachers		school year
Implement at least one interdisciplinary Visual Arts-integrated unit per grade level, aligned with ELA, Science, or Social Studies standards.	<p>Studio Thinking Framework & Fundamentals of SEL</p> <p>Sample lesson seeds and visual journaling prompts (from district curriculum) - Shared through Art teachers/ PD from Fine Arts Supervisor upon request.</p> <p>Rationale: Visual arts integration enhances student engagement and deepens understanding of core content while fostering creativity and critical thinking. This aligns with Strategic Plan Goal 1 (Achievement) and supports student-centered practices observed in walkthrough "Look Fors."</p>	Art supplies dedicated to classroom teachers for interdisciplinary lessons (\$200 per school max) - not taken from Art teacher budgets	Elementary Content Specialists, Collaborations with Art Teachers, Principals, Fine Arts Supervisor (if needed for schoolwide Visual Journaling PD)		Planning: Sept–Oct 2025 Lesson Implementation: Nov 2025–March 2026
MTSS Team Tier Data Analysis	iReady platform, meetings and documentation, MCAP data, Heggerty data, KRA/STAR data, Student Success Plans, Attendance		Principal, Assistant Principal, School Counselor, Grade Level Chair/		August, September, November,



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			Department Chair, School Psychologist, District Math & Reading Specialists, Social Worker, PPW, Mental Health Coordinator		February, April
SIT Team Tier Data Analysis	iReady platform, bi-monthly meetings and documentation, DIBELS Data for Tier 2 and Tier 3, MCAP data, Heggerty data, KRA data		Guidance Counselor, Principal, Assistant Principal, Behavior Interventionist, District Math Specialist, District Reading Specialist, Social Worker, Support Staff Representative, One representative from each grade-level and content team		July, September, February, April, June
Grade level/Content Area Team Tier Data Analysis	iReady platform, meetings and documentation, MCAP data, Heggerty data, KRA data		Classroom Teachers, SPED teachers, Support Staff, District Math &		Ongoing



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			Reading Specialists		
Attendance Monitoring (MTSS)	Monitor through meetings and daily contact with teachers		Pupil Personnel Worker, Mental Health Coordinator, Guidance Counselor, Principal, Assistant Principal, Behavior Interventionist, District Math Specialist, District Reading Specialist, Social Worker, ML teacher		Monthly
Formal and informal walkthroughs	Informal Walk thru tool, Data Conversations during Leadership meetings		Leadership Team		Ongoing



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Objective 1.2 - Provide opportunities for students to earn industry certifications and participate in youth apprenticeships.

- **District Goal:**

100% of elementary students will participate in [career exploration lessons](#) aligned with the Maryland Career Development Framework.

Objective 1.2 - Provide opportunities for students to earn industry certifications and participate in youth apprenticeships.

- **School Goals:**100% of elementary students will participate in [career exploration lessons](#) aligned with the Maryland Career Development Framework.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Identify a Career Exploration Team Lead and create and implement Career Exploration opportunities			Career Exploration Lead	Oct-June
Gracie Environmental Club (Grades 4 & 5)	Weekly meetings		Environmental Team	Oct- June
Wetlands Day	Preparation through Gracie Environmental Club activities		Environmental Team	May
STEAM Fair and Showcase	Options for all students to participate, Information and resources provided		Leadership	February
Career Day opportunities	Parent & Community contact for presentations		Guidance Counselor	May



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STEM Night and Market Night			Leadership	January
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Objective 1.3: Ensure instruction addresses diverse learning needs from development to delivery.

● **District Goals:**

- By the end of the 27/28 school year, there will be a reduction in the gaps between student groups and the aggregate population by 50% on iReady reading and math in grades 1-8 from the baseline year of 24/25.
- By the end of the 27/28 school year, there will be a reduction in the gaps between student groups and the aggregate population by 50% on MCAP reading and math in grades 3-8 from the baseline year of 24/25.
- By the end of the 25/26 school year, 75% of Multilingual Learners will demonstrate growth in their Overall composite scale score on the 2026 ACCESS for ELLs assessment when compared to their scores on the 2025 ACCESS for ELLs assessment.
- By the end of the 25/26 school year, 75% of Multilingual Learners will meet their English Language Proficiency (ELP) growth target as a part of the Maryland Report Card.

Objective 1.3: Ensure instruction addresses diverse learning needs from development to delivery.

● **School Goals:**

- By the end of the 27/28 school year, there will be a reduction in the gaps between student groups and the aggregate population by 50% on iReady reading and math in grades 1-8 from the baseline year of 24/25.
- By the end of the 27/28 school year, there will be a reduction in the gaps between student groups and the aggregate population by 50% on MCAP reading and math in grades 3-8 from the baseline year of 24/25.
- By the end of the 25/26 school year, 50% of Multilingual Learners will demonstrate growth in their Overall composite scale score on the 2026 ACCESS for ELLs assessment when compared to their scores on the 2025 ACCESS for ELLs assessment.
- By the end of the 25/26 school year, 50% of Multilingual Learners will meet their English Language Proficiency (ELP) growth target as a part of the Maryland Report Card.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring
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			Person(s) Responsible	Timeline
Prioritize the effective use of co-teaching models in lesson planning and delivery.	On-going professional development and support from C&I Supervisors (continued from 24/25 school year)		Supervisors & Administrators	Throughout the 25/26 school year
Prioritize differentiation in lesson planning and delivery across settings.	Professional development and support from C&I Supervisors		Supervisors & Administrators	Throughout the 25/26 school year
Provide small group opportunities during the math instructional block every day, using observably differentiated resources for at least two of the groups	Professional development from the Math Supervisor with clear expectations and lesson plan exemplars		Math Supervisor & Administrators	Throughout the 25/26 school year
Utilize student Can Dos, as found in Ellevation, to modify lesson plans to meet the specific needs of the multilingual learners in their classrooms.	Professional development from the ML Supervisor and/or ML Teachers at each school		ML Supervisor, ML Teachers, and Administrators	Throughout the 25/26 school year
MTSS initiatives (Tier 1 and a focus on Tier 2 and 3)	Staff PD and updates provided as often as needed, Data analysis meetings		MTSS team	Ongoing
Data driven Flex block	MTSS Tier 2 & 3 Professional Development, Ongoing lists of resources		All Teachers, District Specialists, Reading and Math Supervisors,	Trimester



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			Leadership team, ML teacher	
On-going cycle of informal walk throughs by Administration to inform continual PD opportunities	Informal walk thru tool		Leadership Team	On-going
Utilize iReady Reading pathway- Students			Classroom Teacher, Leadership	On-going
On-going cycle of programming monitoring visits by Administration, District Specialists, and Content Supervisors to inform continual PD opportunities	Informal observation checklists and/or documents		Leadership Team QACPS Content Supervisors	On-going
District Specialists, Administration, Teachers, and Supervisors to facilitate continual PD opportunities			District Specialists	On-going
Prioritized & Differentiated School-based Professional Development Opportunities for staff based to close the gap in our student groups: 1) Building a Strong MTSS Framework: From			Supervisors, District Specialists, Administration, and Teachers	



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Universal Supports to Targeted Interventions

This will take place through three sessions and will cover:

Understanding the Core Components of MTSS

- Academic, behavioral, and social-emotional tiers of support
- The role of data-based decision-making

Implementing Effective Tier 1 Instruction and Supports

- High-quality, differentiated core instruction for all students
- Universal behavior expectations and classroom management

Identifying and Supporting Students in Tier 2 and Tier 3

- Intervention strategies for reading, math, and behavior
- Progress monitoring tools and protocols



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2) *Equity in MTSS*

Ensuring the system supports diverse learners, including multilingual students, students with disabilities, and economically disadvantaged students

3) *Science of Reading for Multilingual Learners*

- Applying research-based reading instruction with a focus on phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Differentiating instruction to meet the linguistic needs of MLs

4) *Scaffolding Academic Language in Reading Instruction*

- Strategies to support comprehension of complex texts
- Explicit instruction in academic vocabulary and sentence structures

5) *Integrating Oral Language Development with Early Literacy Skills*



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<ul style="list-style-type: none"> ● Using conversation, storytelling, and interactive read-alouds to build background knowledge and language ● Bridging oral language and decoding for emergent bilinguals <p><i>6)Using MTSS to Support Multilingual Learners in Reading</i></p> <ul style="list-style-type: none"> ● Identifying appropriate Tier 1, 2, and 3 interventions ● Monitoring progress with tools like running records, i-Ready, or WIDA Can Do Descriptors <p><i>7)High-Impact Interventions in Reading for Tier 2 and Tier 3</i></p> <ul style="list-style-type: none"> ● Using progress monitoring data (e.g., i-Ready, DIBELS) to drive instruction ● Explicit, systematic intervention models for students with disabilities and at-risk learners <p><i>8)Building Background Knowledge and</i></p>				
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Vocabulary for Comprehension

- Essential for students with limited language exposure or life experiences
- Embedding vocabulary routines into daily instruction

9) Differentiated Reading Instruction for Diverse Learners

- Modifying instruction based on IEP goals, readiness levels, and language needs
- Small group and scaffolded supports within Tier 1 and Tier 2 instruction
- Differentiating instruction to meet the linguistic needs of MLs

10) Math Fact Fluency and Number Sense for Struggling Learners

- Building foundational skills through hands-on, visual, and explicit strategies

11) Digging Deeper into iReady

- *Building a stronger understanding of*



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<p><i>how to use iReady to differentiate for students and how to dig into specific standards on the Math pathway for students</i></p> <p>12)Conceptual Math Instruction Using Concrete–Representational–Abstract (CRA) Framework</p> <p>13)DIFFERENTIATED Effective Co-Teaching Strategies in Inclusive Classrooms</p>				
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Objective 1.4: Increase access to quality tutoring in order to address learning gaps

- **District Goals:**

- 100% of schools will partner with individual volunteers or organizations to provide free tutoring at least twice per month to students before or after school hours during the 25/26 school year.

Objective 1.4: Increase access to quality tutoring in order to address learning gaps

- **School Goals:** *By October 2026, the school will increase access to high-quality tutoring through June 2026, by expanding tutoring programs to serve 100% of students identified with academic learning gaps, as measured by participation data, student progress monitoring, and improvement in benchmark assessment scores.*

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline



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MTSS meetings and data analysis			Administration	On-going
Providing opportunity based on data for before and after school tutoring through Big Brother and Big Sister Program	PFY		Christine Alois, Shenay Johnson	October-May
Use of Evidence based interventions provided by District Specialists	Code ongoing data analysis Read 180 ongoing data analysis iReady ongoing data analysis Orton Gillingham		Reading & Math Specialists, Title I Tutors, Classroom Teachers, Special Educators, ML teacher	Ongoing
Monitoring the growth of intervention students: MTSS Team Tier Data Analysis, SIT Tier Data Analysis, & Grade-level/Content Area Tier Data Analysis	Heggerty data, KRA data, MCAP data, iReady data, attendance data, formal assessment data		Reading & Math Specialists, MTSS Team, SIT Team, Grade-level/Content Team, Special educators, Leadership Team, ML teacher	Ongoing
Data driven Flex block opportunities	Ongoing MTSS PD, Reading PD, and Math PD Ongoing lists of resources		General Educators, Special Educators, Title	Trimester



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			I staff, Support Staff, Leadership team, ML teacher	
Utilize SmartStart tutor for Reading support for student groups with a focus on ML	Walk throughs, Collaboration with SmartStart Director and teacher		Administration, SmartStart	On-going
Utilize iReady Reading pathway- Students			Classroom Teacher, Leadership	On-going
Flexible/small groups within the classroom utilizing co teaching model	Collaborative planning time PD as needed to provide resources		General Educators, Special Educators, Title I staff, Support Staff, Leadership team, District Reading Specialist, District Math Specialist, ML teacher	Daily
Family Engagement Events: Math, Reading, STEM, Family Support			General Educators, Special Educators, Title I staff, Support Staff, Leadership team, District Reading Specialist, District Math	Math- April and Summer Reading- October and Summer STEM- January



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			Specialist	and Summer Family Support-Summer
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Objective 1.5: Develop targeted interventions and enrichment opportunities to achieve mastery of grade level standards.

● **District Goals:**

- Using MTSS decision rules, increase mastery of grade level standards as evidenced by a school wide decrease of 10% of students qualifying for Tier 2 and 3 interventions in reading and math during the 25/26 school year.
- 100% of students identified as gifted using the Primary Talent Development resources will receive opportunities for enrichment at least monthly throughout the 25/26 school year.

Objective 1.5: Develop targeted interventions and enrichment opportunities to achieve mastery of grade level standards.

● **School Goals:**

- Using MTSS decision rules, increase mastery of grade level standards as evidenced by a school wide decrease of 10% of students qualifying for Tier 2 and 3 interventions in reading and math during the 25/26 school year.
- 100% of students identified as gifted using the Primary Talent Development resources will receive opportunities for enrichment at least weekly throughout the 25/26 school year.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Implement a district-wide MTSS system and structure	MTSS team to provide professional development and support	N/A	Supervisors and Administrators	Throughout the 25/26 School



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				Year
Use of Evidence based interventions provided by specialists	Code ongoing data analysis Read 180 ongoing data analysis iReady ongoing data analysis Heggerty ongoing data analysis Orton Gillingham		District Reading & Math Specialists, General Educators, Special Educators, ML teacher, Title I Tutors	Ongoing
Monitoring the growth of Tier 2 and 3 intervention students	Code ongoing data analysis Read 180 ongoing data analysis iReady ongoing data analysis Heggerty ongoing data analysis Orton Gillingham UFLI		MTSS team	Ongoing
Data driven Flex block opportunities	Data analysis flex block grouping based on data every trimester		District Reading & Math Specialists, General Educators, Special Educators, ML teacher, Title I Tutors	Ongoing
Utilize SmartStart tutor for Reading support for	Walk throughs, Collaboration with SmartStart		Administration,	On-going



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student groups with a focus on ML	Director and teacher		SmartStart	
Flexible/small groups within the classroom utilizing co teaching model	Meaningful PD on co teaching models		District Reading & Math Specialists, General Educators, Special Educators, ML teacher, Title I Tutors	Ongoing
Hire Highly qualified Title I Tutors and Assistants to support Flex block and needs in classrooms	Selection of highly qualified candidates		Leadership Team	Ongoing



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QACPS Strategic Plan Goal 2

Safety: Provide a safe environment for all students, staff, families, and community members.

Objective 2.1: Actively monitor and update school and district emergency preparedness plans and procedures through training and drills

- **District Goals:**

- 100% of schools will complete required safety drills at or below the recommended average response time.
- 100% of schools will participate in four unannounced school safety walks per year using the QACPS School Safety and Security checklist to identify areas of strength and need.
- 100% of schools will have a security response team

Objective 2.1: Actively monitor and update school and district emergency preparedness plans and procedures through training and drills

- **School Goals:** By June 2026, the school will actively monitor and update its emergency preparedness plans and procedures in alignment with district guidelines through regular training sessions, scheduled drills, and collaboration with local emergency response agencies. The school will conduct double the required emergency drills annually, provide annual training for 100% of staff, and review and revise emergency plans biannually, as documented through drill logs, training attendance, collaboration meeting notes, and plan revision records.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Have a security response team in place, consisting of members including the school SRO, administrators, school nurse, and other staff members deemed appropriate by the school administrator. Succession layers shall be built within the security response teams to ensure school safety and security at all times. Teams	Support and guidance from the School Safety and Security Coordinator	N/A	School Safety and Security Coordinator, Administrators, School Staff	Throughout the 2025-2026 School Year



2025-2026 School Improvement Plan

Grasonville Elementary School

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should be built with no fewer than eight employees for each school. School security response teams shall meet a minimum of four times a year with the coordinator of school safety and security.				
Continue to update GES emergency plan through Navigate as information changes			Admin/Leadership	Ongoing
Stay current on Alertus and Navigate updates			Administration, Joe Saboury	
All staff complete Vector County Training			All Staff	August - September
Conduct monthly drills in collaboration with county school security and safety director, local law enforcement and emergency services			Admin/Leadership	Monthly
Share and provide feedback to staff as needed after drills			Admin/leadership	Ongoing
Conduct school walkthroughs with maintenance staff, fire marshall and custodial staff			Admin/Custodial	Ongoing



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Objective 2.2: Establish a comprehensive training plan to educate staff and students on digital citizenship and responsibility

- **District Goals**

- *100% of staff will complete training in digital citizenship by September 30, 2025.
- 100% of students will be taught at least two lessons in digital citizenship during the school year (using [CommonSense.org](https://www.commonsense.org/)?)
- By the end of the 25/26 school year, the incidents of intentional damage to student-issued computers will be reduced by 33% compared with the 24/25 school year.

Objective 2.2: Establish a comprehensive training plan to educate staff and students on digital citizenship and responsibility

- **School Goals:**

- *100% of staff will complete training in digital citizenship by September 30, 2025.
- 100% of students will be taught at least two lessons in digital citizenship during the school year using [CommonSense.org](https://www.commonsense.org/)
- By the end of the 25/26 school year, the incidents of intentional damage to student-issued computers will be reduced by 40% compared with the 24/25 school year.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Library Media Specialists will deliver at least one digital citizenship lesson per trimester	Common Sense Media digital citizenship curriculum	Updated book sets to match digital citizenship themes (\$100/school/Media Budgets can	Library Media Specialists, Principals, Supervisor of Library Media	Book selection and planning: Sept–Oct 2025 Delivery: Nov



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		support this)		2025–April 2026
Computer Lab Lessons on Appropriate Use of a Device, Digital Citizenship, Typing skills, and Use of Google Drive	Lessons/Resources		Computer lab Paraeducator	Ongoing
Prioritized School-based professional development: <ul style="list-style-type: none"> • Email phishing • Common Sense Media 	Common Sense Media digital citizenship curriculum		Library Media Specialists, Principals, Supervisor of Library Media	
Safety training	Vector Training		Administration	August-Septem ber
Understanding Social Media and Your Child- Parent/Guardian Information Night	Collaboration with law enforcement		Administration	February
Understanding the Dangers of Social Media- Grade 5 Student Assembly	Collaboration with law enforcement		Administration	February



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Objective 2.3: Create and annually review a training program that addresses the discipline policy and procedures to establish uniform implementation

- **District Goals**

- 100% of Administrator and Supervisor Staff will be trained in the QACPS discipline policy and procedures annually at the August leadership retreat.
- 100% of schools will ensure discipline is applied proportionally among all student groups.

Objective 2.3: Create and annually review a training program that addresses the discipline policy and procedures to establish uniform implementation

- **School Goals:**

- By September 2025, the staff will participate in a comprehensive training program on discipline policies and procedures to ensure uniform implementation. This program will be delivered annually to 100% of staff, with effectiveness evaluated through a 10% reduction in major referrals among all student groups by June 2026.
- In January 2025, the staff will participate in a comprehensive training program on discipline policies and procedures to ensure uniform implementation. This program will be delivered annually to 100% of staff, with effectiveness evaluated through a 10% reduction in major referrals among all student groups by June 2026.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Training and monitoring of MTSS Data	PD provided with refresher as needed		MTSS team	On-going
Discipline Professional Development: Referrals, Behavior matrix, Check & Connect, PBIS			Administration	August, January
MTSS Team Discipline Data Analysis with an emphasis on trends, tier 2 students, tier 3 students, behavioral interventions, and next			MTSS team	On-going



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steps				
SIT Team Discipline Data Review and reflection with an emphasis on trends, tier 2 students, tier 3 students, interventions, and next steps			Leadership	On-going
Grade-level/Content Area Discipline Data Review and reflection with an emphasis on trends, tier 2 students, tier 3 students, interventions, and next steps			Grade-level/Content Area teams	On-going
Climate team Discipline Data Review and reflection with an emphasis on trends, tier 2 students, tier 3 students, interventions, and next steps			Guidance Counselor	Monthly
Discipline Data Review and reflection @ Faculty meeting with an emphasis on trends, tier 2 students, tier 3 students, interventions, and next steps			Leadership	August, January
Collaborate with bus drivers to implement incentives and a common understanding of referral practices	Provided incentives with directions		Admin/Guidance	Check ins bi-monthly



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Gracie General store and monthly puppy paw incentives	Parent collaboration training and staff training		Climate Team	Ongoing
Update and share student handbook and Title I compacts with parents at the start of the school year and revisit during conferences as well as through surveys 3x a year.	Newsletter, Parent conferences, SIT		All classroom teachers	Ongoing
Back to School PBIS Student Assembly	Olweus program PBIS program		Leadership Team	September
Happy New Year “Reset of PBIS Expectations and Olweus” Student Assembly	Olweus program PBIS program		Leadership Team	January
Star Student Assemblies	Olweus program PBIS program		Guidance Counselor	Ongoing

QACPS Strategic Plan Goal--Safety: Provide a safe environment for all students, staff, families, and community members

Additional School-Specific Safety Goal:

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline



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QACPS Strategic Plan Goal 3

Wellness: Support the social, emotional, and physical well-being of students

Objective 3.1: Provide enhanced wellness opportunities for all students' participation in programming outside of normal school hours to encourage a sense of community.

- District Goals:
 - 100% of schools will provide at least one opportunity per trimester in which students may participate outside of normal school hours.

Objective 3.1: Provide enhanced wellness opportunities for all students' participation in programming outside of normal school hours to encourage a sense of community.

- School Goals:
 - 100% of students will be provided bi-monthly opportunities at minimum to participate outside of normal school hours.
 - By June 2026, Tier 2 and 3 student participation will increase by 10% participation in at least three opportunities. Participation and student feedback will be tracked through attendance logs and surveys to measure the impact on students' sense of community and well-being.
 - By June 2026, participation of our ML, AA, and SpEd student groups will increase by 10% participation in at least three opportunities. Participation and student feedback will be tracked through attendance logs and surveys to measure the impact on students' sense of community and well-being.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Elementary school families will receive a summer wellness calendar of daily, age appropriate, activities	Summer math calendar	N/A	Social Worker, School Psychologist, Guidance Counselor	June 2026



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Title I family engagement nights	Planning, collaboration and execution of family nights		Family Engagement Liaison Family Engagement Committee Teachers Admin/Leadership	Ongoing
Family Advisory Committee Title I Meetings	Leadership meetings		Administration Family Engagement and Afterschool Programs Coordinator	October, January, March, and May
Partnership with Family Engagement and Afterschool Programs Coordinator	Leadership meetings		Administration Family Engagement and Afterschool Programs Coordinator	Ongoing
Partnership with Judy Center Staff	Leadership meetings		Administration and Judy Center Staff	Ongoing
Cross Country	Opportunities for students to exercise and be a part of an after school program		Admin/PE Teacher	October
Band	Opportunities for students to learn and practice playing instruments.		Admin/Music Teacher	Ongoing



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Gracie Environmental Club	Participation in local community events		GRACIE CLUB	Ongoing
Information Nights for parents	Building use, interpreter technology		Admin	Ongoing
Striving for Wellness events in collaboration with our local social workers (ie- "It Takes a Village" Night in August)	Resources, building use, schoolmessenger invites		Admin/Social Worker	Ongoing
Collaborating with our local churches and organizations for weekend backpack program (bags of food)	Collaboration on needs		Guidance	Ongoing
Mentoring Partnership with New United Methodist Church	Contact- Rev. Emanuel L Johnson, M. Div. Pastor		Admin	Ongoing
Providing parents with resources for student based counseling	School messenger information Teacher needed		Guidance/Admin Sped team	Ongoing
Guidance, admin, and school social worker lunch bunches and social skills groups	Through data collection provide opportunities based on needs		Guidance/Admin	Ongoing
"Gracie's Care Closet"	Designated area in school, Collaboration with Administration and Family Engagement Coordinator		Family Engagement Coordinator and Administration	Ongoing



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Objective 3.2: Increase programming and awareness, through partnerships for wellness, across the district to identify and educate staff, students and the community

- District Goals:
 - By December 2025, every school in QACPS will establish a wellness council or team led by the school nurse or principal’s designee that includes student, family, and staff representation. Each council will hold at least 4 documented meetings during the 2025–2026 school year, with participation verified by meeting minutes to ensure all elements of the policy are implemented.
 - 100% of staff will receive professional learning from at least one county partner in wellness during the 25/26 school year.

Objective 3.2: Increase programming and awareness, through partnerships for wellness, across the district to identify and educate staff, students and the community

- School Goals:
 - By September 2025, GES will establish a wellness council or team led by the school nurse or principal’s designee that includes student, family, and staff representation. Each council will hold at least 4 documented meetings during the 2025–2026 school year, with participation verified by meeting minutes to ensure all elements of the policy are implemented.
 - By August 2025, GES will expand wellness programming and awareness by establishing partnerships with at least three community organizations during the 25/26 school year.
 - 100% of staff will receive professional learning from at least one county partner in wellness during the 25/26 school year.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Hold 4 Wellness council meetings	Agendas and minutes		GES Wellness Council Lead	September, November, February, April



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Striving for Wellness Partnership and at least one professional learning opportunity provided	Resources, building use, schoolmessenger invites		Admin/Social Worker	Ongoing
Partnership with Conscious Discipline: Coaching and professional development	Agendas, attendance log		Guidance/Admin	October, January
Partnership with Early Head Start	Meeting minutes		Administration	on-going
Partnership with New United Methodist Church	Meeting minutes		Administration	on-going
Partnership with Family Engagement and Afterschool Programs (Boys and Girls Club) Coordinator	Leadership meetings		Administration Family Engagement and Afterschool Programs Coordinator	Ongoing
Partnership with Judy Center Staff	Leadership meetings		Administration and Judy Center Staff	Ongoing
Collaborating with our local churches and organizations for weekend backpack program (bags of food)	Collaboration on needs		Guidance	Ongoing
Collaboration with Christmas Angels	Collaboration on needs		Guidance/Admin	Oct- Dec
Coupons for to celebrate student success from	Collaboration with PTA		PTA/Admin	Ongoing



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Local businesses (Rita's/ Sweetfrog)				
Eastern Shore Area Health Education Center- Tooth Fairy Visit for Primary grades			Team Leader	January
Hazel Health Partnership			Guidance	Ongoing
Corsica River Mental Health Partnership			Guidance	Ongoing
Thrive Behavioral Health			Guidance	Ongoing

Objective 3.3: Increase access to treatment and wellness education through community partnerships

- District Goal:
 - 100% of students will have access to treatment and wellness education through community partnerships.

Objective 3.3: Increase access to treatment and wellness education through community partnerships

- School Goals: 100% of students will have access to treatment and wellness education through community partnerships.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline



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Hazel Health Partnership			Guidance	Ongoing
Corsica River Mental Health Partnership			Guidance	Ongoing
Thrive Behavioral Health			Guidance	Ongoing
Striving for Wellness partnership	Resources, building use, schoolmessenger invites		Admin/Social Worker	Ongoing
Collaborating with our local churches and organizations for weekend backpack program (bags of food)	Collaboration on needs		Guidance	Ongoing
Providing parents with resources for student based counseling	School messenger information Teacher needed		Guidance/Admin Sped team	Ongoing
Partnership with Conscious Discipline: Coaching and professional development	Agendas, attendance log		Guidance/Admin	October, January
School based mental health referrals	Collaboration on needs with teacher and family		Guidance School psych Classroom teachers	Ongoing
Collaboration with Christmas Angels	Collaboration on needs		Guidance/Admin	Oct- Dec



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Coupons for to celebrate student success from Local businesses (Rita's/ Sweetfrog)	Collaboration with PTA		PTA/Admin	Ongoing
Partnership with Family Engagement and Afterschool Boys and Girls Club Programs Coordinator	Leadership meetings		Administration Family Engagement and Afterschool Programs Coordinator	Ongoing
Partnership with Judy Center Staff	Leadership meetings		Administration and Judy Center Staff	Ongoing
Partnership with Changing Perspectives and at least one professional learning opportunity provided	Agendas, surveys		Administration	January
PTA sponsored events to promote family engagement and involvement	Collaboration, meeting and planning time		PTA Family Engagement team Admin	Ongoing
Partnership with Early Head Start	Meeting minutes		Administration	on-going
Partnership with New United Methodist Church- Mentoring program	Meeting minutes , attendance log		Administration	on-going



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Objective 3.4 QACPS Strategic Plan Goal--Wellness: Support the social, emotional, and physical well-being of students

- District Goal:
 - 15% or less of the students in Queen Anne’s County Public Schools will be considered chronically absent (missing 10% or more days) by the end of the 25/26 school year.

- School Goal:
 - 15% or less of the students at GES will be considered chronically absent (missing 10% or more days) by the end of the 25/26 school year.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
MTSS Team Attendance Data Analysis	Student Success Plans, Meeting agendas and minutes, attendance reports		Principal, Assistant Principal, School Counselor, Grade Level Chair/ Department Chair, School Psychologist, District Math & Reading Specialists, Social Worker, PPW, Mental Health Coordinator	August, September, November, February, April



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<p>SIT Attendance Data Analysis</p>	<p>Student Success Plans, Meeting agendas and minutes, attendance reports</p>		<p>Guidance Counselor, Principal, Assistant Principal, Behavior Interventionist, District Math Specialist, District Reading Specialist, Social Worker, Support Staff Representative, One representative from each grade-level and content team</p>	<p>July, September, February, April, June</p>
<p>Grade-level/Content Team Attendance Data Analysis</p>	<p>Student Success Plans, Meeting agendas and minutes, attendance reports</p>		<p>Classroom Teachers, SPED teachers, Support Staff, District Math & Reading Specialists</p>	<p>ongoing</p>
<p>Professional Development: “Building Relationships and Engaging Families to Improve Student Attendance”</p> <p>This training will cover:</p> <ul style="list-style-type: none"> ● Building strong, positive relationships with students to foster school connection ● Communicating effectively and 			<p>Guidance Counselor, Social Worker, Family Engagement Coordinator</p>	<p>August</p>



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<p>regularly with families about attendance expectations and supports</p> <ul style="list-style-type: none"> Identifying early warning signs of attendance challenges and collaborating with the MTSS team Using culturally responsive practices to engage diverse families 				
<p>Professional Development: Every Day Counts: Building a Culture of Attendance Through Relationships, Routines, and Responsiveness</p> <p style="color: blue;">This training will cover:</p> <p><i>Why Attendance Matters</i></p> <ul style="list-style-type: none"> Share local and national data on how chronic absenteeism impacts learning Highlight its connection to reading and math achievement, graduation rates, and equity <p><i>Identifying Early Warning Signs</i></p> <ul style="list-style-type: none"> Review data trends (e.g., chronic absenteeism by grade, subgroup, or 			<p>Guidance Counselor, Social Worker, Family Engagement Coordinator</p>	<p>September</p>



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<p>time of day)</p> <ul style="list-style-type: none"> ● Recognizing patterns and students at risk <p><i>Tier 1 Strategies to Improve Attendance</i></p> <ul style="list-style-type: none"> ● Positive classroom climate and relationships as attendance motivators ● Morning routines, greetings, classroom jobs, and incentives <p><i>Partnering with Families</i></p> <ul style="list-style-type: none"> ● Non-punitive, supportive communication strategies ● Culturally sensitive outreach and attendance goal setting with families <p><i>*Staff's Role in the MTSS Framework for Attendance</i></p> <ul style="list-style-type: none"> ● What Tier 1, 2, and 3 supports look like ● How teachers can contribute to early interventions and re-engagement efforts 				
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QACPS Strategic Plan Goal--Wellness: Support the social, emotional, and physical well-being of students

Additional School-Specific Wellness Goal:

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline

QACPS Strategic Plan Goal 4

Staffing: Recruit and retain a diverse workforce

Objective 4.1: Actively recruit and retain a highly-qualified and diverse staff to meet the needs of all students.

- District Goals:
 - 100% of the teaching positions in QACPS will be filled by highly-qualified staff
 - 95% of teachers will be retained in QACPS at the end of the 25/26 school year (exempting retirements)
 - By the end of the 27/28 school year, the percentage of certificated staff from underrepresented populations will increase by 10% from the baseline year of



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24/25.

Objective 4.1: Actively recruit and retain a highly-qualified and diverse staff to meet the needs of all students.

- School Goals:
 - 100% of the teaching positions at GES will be filled by highly-qualified staff
 - 95% of teachers will be retained at GES the end of the 25/26 school year (exempting retirements)
 - By the end of the 27/28 school year, the percentage of certificated staff from underrepresented populations will increase by 10% from the baseline year of 24/25.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Monthly new teacher meetings	Agendas and minutes		Admin	Ongoing
Instructional Coaching	Informal walk thru tool		Admin, District Math and Reading Specialist	Ongoing
Peer observation	schedule		Admin, District Math and Reading Specialist	Ongoing
Interest and needs based/differentiated professional learning opportunities	Agendas, presentation, surveys		Admin, District Math and Reading Specialist	Ongoing
Title I conference for new teachers and Admin that do not have Title I experience	Agendas, presentations, follow-up PD for staff		Principal	February



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Conscious Discipline Professional Development and Coaching	Agendas, presentation, surveys		Admin	October, January
Hire Highly qualified Title I tutors and teachers	Selection of highly qualified candidates		Admin	Ongoing
Hire highly qualified staff through approved BOE platform	Selection of highly qualified candidates		Admin	Ongoing
Create and maintain diverse interview teams			Admin	Ongoing
Collaboration with QACPS Human Resources Department			Admin	Ongoing
Connect with students with an education major at local universities through personal phone calls to their education departments			Leadership Team	Ongoing
Connect with QACPS highschool teacher(s) of the Teacher Education pathway			Admin	Ongoing
Connect with the Minority Achievement Coordinator at both QACPS highschools			Admin	Ongoing

Objective 4.2: Establish a staff development program that allows for professional advancement in an effort to recruit and retain staff with varied backgrounds, experiences, and



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skill sets.

- District Goal:
 - 100% of those teachers interested in pursuing National Board Certification will be provided information and support from QACPS's office of Human Resources and the NBCT Candidate Coach

Objective 4.2: Establish a staff development program that allows for professional advancement in an effort to recruit and retain staff with varied backgrounds, experiences, and skill sets.

- School Goals: By December 2025, the school will establish a comprehensive staff development program designed to support professional advancement and attract and retain staff with varied backgrounds, experiences, and skill sets. The program will offer at least two targeted development opportunities annually, with 90% staff participation and a 10% increase in staff retention and diversity within two years, as measured by participation records, staff surveys, and HR data.
- 100% of those teachers interested in pursuing National Board Certification will be provided information and support from GES and the QACPS's office of Human Resources and the NBCT Candidate Coach

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
County and School Based professional development opportunities	PD provided by county - Grow your own opportunities		County/Admin	Ongoing
Interest and needs based/differentiated professional learning opportunities	Agendas, presentation, surveys		Admin, District Math and Reading Specialist	Ongoing
Title I conference for new teachers and Admin that do not have Title I experience	Agendas, presentations, follow-up PD for staff		Principal	February



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Conscious Discipline Professional Development and Coaching	Agendas, presentation, surveys		Admin	October, January
The Energy Bus Staff Book Study	Agendas, presentation, surveys		Admin	Ongoing
Provide opportunities for staff to attend PD and then present it to the staff (ie- AI, Title I, etc)	Agendas, presentation, surveys		Admin	Ongoing
Provide high quality and ongoing onboarding opportunities for newly hired staff *School-based Monthly New Teacher meetings			Administration and Leadership	Monthly
Collaboration with QACPS Human Resources Department			County/Admin	Ongoing

Objective 4.3: Provide access to cutting edge professional learning at the state and national level

- District Goal:
 - 100% of staff attending state or national professional learning will present on acquired skills and information to their content peers during the 25/26 school year.

Objective 4.3: Provide access to cutting edge professional learning at the state and national level

- School Goals: 100% of staff attending state or national professional learning will present on acquired skills and information to their content peers during the 25/26



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school year.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Title I conference for new teachers and Admin that do not have Title I experience	Agendas, presentations, follow-up PD for staff		Principal	February
Through Title I funds, provide Conscious Discipline Professional Development and coaching to all staff		Title I grant	Administration	August-May
Through Title I funds, provide Changing Perspectives Professional Development and Coaching		Title I grant	Administration	October, January
Teachers are provided information and opportunities to attend county and state level professional development	PD opportunities shared by Supervisors and Administration sent out to all staff for opportunities		Admin	Ongoing
Invite part-time staff to attend PD opportunities even when not required			Admin	Ongoing



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QACPS Strategic Plan Goal--Staffing: Recruit and retain a diverse workforce

Additional School-Specific Staffing Goal:

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline

QACPS Strategic Plan Goal 5

Engagement: Engage families and the community as partners in our school system to support all students

Objective 5.1: Develop a reciprocal communication plan at the district and building level to ensure open lines of communication.

- District Goals:
 - 100% of school administration teams will share communication with families at least once per month.
 - 100% of schools will develop a plan for parents to share feedback and participate in reciprocal communication at least three times during the 2025/2026 school year.

Objective 5.1: Develop a reciprocal communication plan at the district and building level to ensure open lines of communication.

- School Goals:
 - Administration will share communication with families at least once per month.
 - By August 2025, create and implement a plan for parents to share feedback and participate in reciprocal communication at least three times during the 2025/2026 school year.
 - Classroom teachers will share communication with all families at least once per month.



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Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Develop a family outreach plan at each school based on their learning and monitor the attendance of the immigrant families who attend events focused on family literacy and/ or increasing academic achievement.	Resources for family literacy nights and increasing academic achievement	Cost of materials/handouts for families	ML Supervisor, Administrators, School Staff	Family Outreach Plan <ul style="list-style-type: none"> ● 11/01/2025 Immigrant Family Attendance <ul style="list-style-type: none"> ● 11/07/2025 ● 01/30/2026 ● 04/17/2026 ● 06/19/2026
Smores Newsletter with a Message from the Principal			Administration	Weekly and one mid-summer newsletter in July
Classroom teacher communication with all families			Classroom teacher	Once a month at minimum
Student work shared with families			Classroom teacher	bi-weekly
GES Facebook			Guidance Counselor	On-going



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			and Principal	
GES website			Administrative Secretary	On-going
Use of Messenger			Administration and Administrative Secretary	On-going
GES Title I Family Advisory Committee- Open Invite			Administration	Bi-monthly
Surveys after all Family Engagement Events			Administration	On-going
Suggestion Box in main hallway			Administration	On-going
Suggestion QR Code Posters in main hall			Administration	On-going
Classroom newsletter/email communication			General Educator and Special Educator	At minimum once a month
Title I Family Engagement Events	Family engagement planning and meeting time		Administration and Family Engagement	5-7x a year minimum



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			Coordinator	
Provide support to our families via the GES Family Engagement and Afterschool Coordinator	PD at the central office level		Central office /Admin	Ongoing
Provide support to our families via the GES Judy Center			GES Judy Center Admin/Central Office	Ongoing
Dudes in School	Meetings and collaboration with school staff		Family Liaison/Admin	Ongoing
Collaboration with the GES Judy Center and GES Family Engagement and Afterschool Site Coordinator	Leadership meetings		Admin GES Judy Center GES Family Engagement and Afterschool Site Coordinator	Ongoing
Parent representation on School Improvement Committee and Climate Committee	Monthly SIT meeting		Admin	5x a year

Objective 5.2 - Create and sustain meaningful partnerships to encourage community investment and promote civic engagement.



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- District Goal:
 - 95% of Grade 5 students will complete at least 15 Service-Learning hours on a project including preparation, action, and reflection which benefits our community by the end of the 25/26 school year.
 - All QACPS schools that currently hold Maryland Green School status will maintain their certification and will complete applications for Green School status by March of that school year.
 - All QACPS schools will implement a grade-level environmental literacy unit or MWEE (Meaningful Watershed Educational Experience) as documented in the grade-level curriculum guides. (Graduation Requirement)

Objective 5.2 - Create and sustain meaningful partnerships to encourage community investment and promote civic engagement.

- School Goal:
 - 95% of Grade 5 students will complete at least 15 Service-Learning hours on a project including preparation, action, and reflection which benefits our community by the end of the 25/26 school year.
 - Maintain our Maryland Green School certification status and will complete applications for Green School status by March of that school year.
 - Implement a grade-level environmental literacy unit or MWEE (Meaningful Watershed Educational Experience) as documented in the grade-level curriculum guides. (Graduation Requirement)
 - By June 2026, establish and sustain at least five meaningful community partnerships aimed at encouraging community investment and promoting civic engagement. These partnerships will support a minimum of three collaborative events or initiatives annually, with at least 60% student and community participation, as measured by partnership agreements, event attendance records, and participant feedback.

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline
Maintain relationships with Character Counts in order to involve coaches regularly in classroom visits	Character Counts lesson plans	N/A	School based CC coordinators	Throughout the 25/26 school year



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Service Learning projects led by a Grade 4 and 5 Lead teacher for			Grade 4 and Grade 5 Service Learning Lead Teachers	
Greenschool Committee			Gracie Club Coordinators	
Wetlands Day			Gracie Club Coordinators	
Environmental Professional Development			Gracie Club Coordinators	November and February
Weekly Newsletter with principal message	S'mores platform		Admin	Weekly
Weekend food backpack program with local churches			Guidance	Ongoing
Christmas Angels			Guidance	Oct -Dec
PTA collaboration			PTA/Admin	Ongoing`
Sweetfrog incentives			PTA/Admin	Ongoing



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Gracie's Care Closet			GES Family Engagement Coordinator, Administration, Guidance Counselor	March and then ongoing
Collaboration with Early Head Start			Grasonville Early Head Start Admin	September/February/June
Special Events <ul style="list-style-type: none"> - "It Takes a Village " Family Support Night - Back to School Beach Bash with Informational Stations - Back to School Night with Informational Stations - Boo Hoo Yahoo Breakfast for PreK/K families with Informational Stations - Grandparents Day with Informational Stations - Fall Festival - Reading Spooktacular with Informational Stations - Veterans Day - STEAM Fair 			Family Engagement/Special events committee	Ongoing



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<ul style="list-style-type: none"> - STEAM Night with Informational Stations - Math Madness Night with Informational Stations - Talent Show with Informational Stations - Art Showcase - VIP Butterfly Ball with Informational Stations 				
Partnership with Boy Scouts and Girl Scouts of America			Administration, Administrative Secretary	On-going
Partnership with Grasonville VFW			Administration, Administrative Secretary, Physical Education teacher	On-going
Partnership with New United Methodist Church			Admin	On-going
Partnership with Chesapeake Bay Maritime Museum and professional development provided			Admin, Green School Chair	On-going



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STEM Fair			Admin, Green School Chair	March
Partnership with KIHS Art teacher			Physical Education teacher	On-going

QACPS Strategic Plan Goal--Engagement: Engage families and the community as partners in our school system to support all students

Additional School-Specific Engagement Goal:

Action Step(s)	PD/Resources to Support Action	Budgetary Needs if Applicable	Monitoring	
			Person(s) Responsible	Timeline