

**Student and Stakeholder Focus  
Equity Focus**

As a result of root cause analysis, we determined our students, particularly English learners and Hispanic students, need teachers to:

- provide meaningful and targeted follow-up instructional experiences.
- demonstrate high expectations during planning and instruction.

**Faculty and Staff Focus**

Teachers need to know and be able to:

- engage in high impact collaborative planning practices
- identify components of effective meaningful follow-up for ELs
- analyze student work to inform instruction
- plan with English learners (ELs) and Hispanic (HI) students in mind

Leaders need to know and be able to:

- coach for Cultural Proficiency in collaborative planning
- provide feedback on collaborative planning
- monitor formative and summative data

**Leadership**

**Vision**

The Garrett Park Elementary School community guides all students toward becoming productive world citizens.

**Mission**

The Garrett Park Elementary School community will provide a safe, positive, equitable and rigorous learning environment. We will respect each other and work together to become 21st century life-long learners.

**Organizational Performance  
Results**

Please see attachment for data

**Strategic Planning**

**Literacy Goal:**

- By the end of second grade we will increase literacy readiness for all students; we will focus on increasing outcomes for English learners (ELs) and Hispanic (HI) students in grades K, 1 and 2.
- By the end of fifth grade we will increase literacy readiness for all students; we will focus on increasing outcomes for English learners (ELs) and Hispanic (HI) students in grades 3, 4 and 5.

**Mathematics Goal:**

- By the end of second grade we will increase math readiness for all students; we will focus on increasing outcomes for English learners (ELs) and Hispanic (HI) students in grades K, 1 and 2.
- By the end of fifth grade we will increase math readiness for all students; we will focus on increasing outcomes for English learners (ELs) and Hispanic (HI) students in grades 3, 4 and 5.

**Process Management**

Structures and processes used to implement and monitor the work related to the school’s literacy and math goals with a cultural proficiency focus:

- Core Team meetings (weekly)
- Leadership Team meetings (monthly)
- Professional development meetings (monthly)
- Instructional Focus Study PLCs – Purpose of examining - Summative and Formative data (monthly)
- Collaborative Grade level team planning meetings (weekly)
- Focused classroom visits
- Committees - Math and Reading (monthly)
- SLOs linked to the instructional focus

Ongoing data analysis during all meetings using tools such as ATLAS

See attached – Data Monitoring Structures

**Measurement, Analysis, and Knowledge  
Management**

Tools used to monitor progress:

**Student Data:**

student voice data, referral data

**Staff Data:**

Focused classroom visits, teacher voice data, and professional development evaluation data, SLOs, Walkthroughs, Level 2 from Professional learning sessions