

# 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

**Professional learning** improves practices by deepening understanding of the ways in which identity, power, privilege, and bias take shape in lives of staff, students, and families (e.g. special education identification, achievement gaps, and discipline disproportionality).

**Equity teams** collaborate and coordinate actions and practices needed to provide an equitable education for all students.

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

- **Relationships:** All students experience a supportive classroom culture and positive relationships with caring adults within the school community.
- **Academic Support:** Provide the additional time and support for all students to learn at high levels.
- **Access to Rigor:** All students have access to rigorous academic experiences and the support they need to be successful.
- **College and Career Readiness:** Prepare all students from the earliest levels with the knowledge, skills, and mindsets necessary for postsecondary education and careers.
- **Ready to Learn:** All students have access to opportunities for acquiring school readiness and have the skills and supports needed to be available for learning daily.
- **Family and Community Engagement:** Build shared responsibility among schools and families to engage in meaningful ways to support students' learning and development.

### 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, engaging each question through the lens of cultural responsiveness.

- 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 System of Support (MTSS)

Collaborative Teams implement protocols to meet the individual **academic, behavioral** 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 identities, 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 draw on students' personal and cultural contexts to foster curiosity and develop communication and collaboration skills.

**Purposeful Assessment:** Student demonstration of knowledge and skills in ways that are relevant to and directed by students, including performance tasks, projects, and portfolios.