



**Frederick County
Public Schools**



**Inspire 2025:
A Promise for Progress**

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► VISION ◀

An innovative community where caring relationships and authentic learning inspire all students.

► MISSION ◀

The Frederick County Public Schools community nurtures all learners to realize their dreams and aspirations through:

Meaningful and engaging learning experiences



A collective responsibility for continuous growth



Embracing a culture of diversity and inclusiveness



Fostering and supporting innovative ideas that challenge conventional thinking



A commitment to forward-thinking learning environments

NOTICE OF NON-DISCRIMINATION

Frederick County Public Schools shall not discriminate on the basis of race, color, national origin, religion, sex, age, political affiliation, disability or veteran status in the education program and activities, or employment and provides equal access to the Boy Scouts and other designated youth groups. Questions concerning the application of this non-discrimination policy may be made to:

Title IX Coordinator - Adult Matters
Jennifer Rydholm
Executive Director of Human Resources
1415 Amherst Street
Winchester, VA 22601
(540) 662-3888

Title IX Coordinator – Student Matters
Section 504 Coordinator
Teresa Ritenour
Director of Student Support Services
1415 Amherst Street
Winchester, VA 22601
(540) 662-3888

A close-up, low-angle shot of a hand raised in the air, palm facing forward. The hand is light-skinned and appears to be that of a child or young adult. In the background, a green chalkboard is visible, and another hand is partially visible on the left side, also raised. The scene is set in a classroom, with a desk and a student's back visible in the lower right foreground.

“

I feel like what we're going to have is a true vision that we're all pushing for to produce the best qualified people that we can to leave our schools and go into the world prepared for success whatever they choose to do.”

**— Josh Phelps
President, Winchester Metals**

LETTER FROM THE SUPERINTENDENT

Dear Frederick County Residents,

I'm pleased to present you with *Inspire 2025: A Promise for Progress (Inspire 2025)*, a strategic plan for Frederick County Public Schools (FCPS). Although many view a strategic plan as little more than a document that provides an organization with a guide for the future, our strategic plan is different. While *Inspire 2025* certainly details the goals, objectives and strategies to guide our school division over the next several years, it also represents a vision for each of the students we serve and our community as a whole. The plan reflects our community's expectation with regards to our school division. That expectation is clearly stated in our new Vision Statement: An innovative community where caring relationships and authentic learning inspire all students.



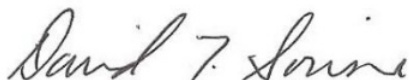
Developing a strategic plan that will impact thousands of students, as well as our greater community, is no easy task and certainly not a job to be taken lightly. Over the course of several months extending from the fall of 2018 into the spring of 2019, an extensive, collaborative process was used to develop the FCPS Portrait of a Graduate as well as *Inspire 2025*. This work was guided by the Strategic Planning Leadership Team and facilitated by representatives from Battelle for Kids.

The Strategic Plan Portrait Design Team, which was comprised of approximately 50 people including parents, business and community leaders, teachers and school administrators, provided valuable insights and perspectives during the course of six meetings. Their work benefitted from feedback offered by the 17-member Executive Business Focus Group and the Superintendent's Student Leadership Council. We believe *Inspire 2025* is stronger thanks to the many voices that were heard as the plan was developed.

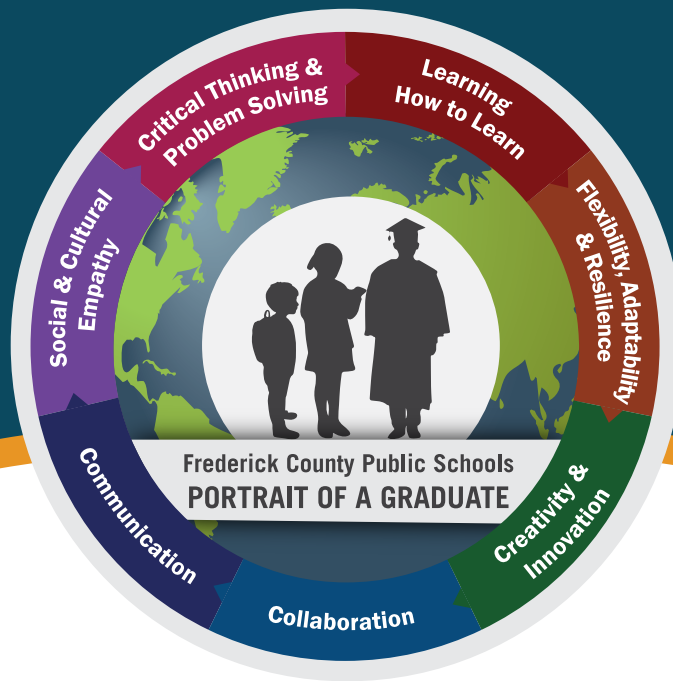
All of those involved in the process are to be commended for not only developing an outstanding strategic plan, but for modeling the competencies we want all of our students to master. Critical thinking, communication, collaboration, creativity, social and cultural empathy, and flexibility are just a few of the traits exhibited by those who participated in the strategic planning process.

Although the work to develop *Inspire 2025* is now complete, the real work is just beginning as we partner with our community to implement the plan. I encourage you to review *Inspire 2025* and consider how you can get involved and make a positive impact on our students, schools, and community.

Sincerely,



David T. Sovine, Ed.D
Superintendent of Schools



The FCPS Portrait of a Graduate was developed by a group of parents, students, business/community leaders and school staff. It represents the competencies needed for students to be successful and “life ready” regardless of what they choose to pursue after earning their high school diploma.

COMMUNICATION

Conveys thoughts and ideas using oral, written, and nonverbal skills in a variety of forms and contexts. Listens, reads, and observes to understand and decipher meaning, including knowledge, values, attitudes, and intentions. Exchanges ideas for a range of purposes and audiences (i.e., to inform, instruct, motivate, persuade, learn, develop relationships, etc.).

COLLABORATION

Honor and leverage strengths of group members to build collective commitment and action. Enrich the learning of both self and others via cooperative efforts. Seek, contribute, and respond to feedback to achieve collective outcomes. Elicit diverse perspectives and contributions. The greater good, common ground, and compromise are vital concepts related to this competency.

LEARNING HOW TO LEARN

Embrace curiosity to experience new ideas. Possess the desire to seek new knowledge and understandings, and to refine and update current knowledge and understandings. Seek divergent perspectives in order to broaden and/or refine knowledge. Discover the joy of learning for its own sake, as an outcome in itself, rather than just as a means to another outcome. Failure, errors, mistakes, and self-monitoring are necessary components for growth.

SOCIAL AND CULTURAL EMPATHY

Accurately imagine and internalize the thoughts, feelings, and perspectives of others as a means of connection and compassion. Demonstrate curiosity, sensitivity, and concern about the plight of others in order to deepen understandings and relationships through direct interaction. Embrace the differences between people, societies, and nations, and the opportunities those differences present for learning and growth. Seek where there is commonality, as a way of demonstrating the shared humanity in all of us.

FLEXIBILITY, ADAPTABILITY, AND RESILIENCE

Work effectively in a climate of ambiguity and changing priorities. Demonstrate understanding that there is often more than one way to achieve an outcome, and that there may be more than one outcome that achieves understood interests. Exhibit agility in thoughts and actions. Respond productively to feedback, setbacks, and constructive criticisms. Understand, negotiate, and balance diverse views and beliefs to find common ground. Success is not final, and failure is not fatal.

CREATIVITY AND INNOVATION

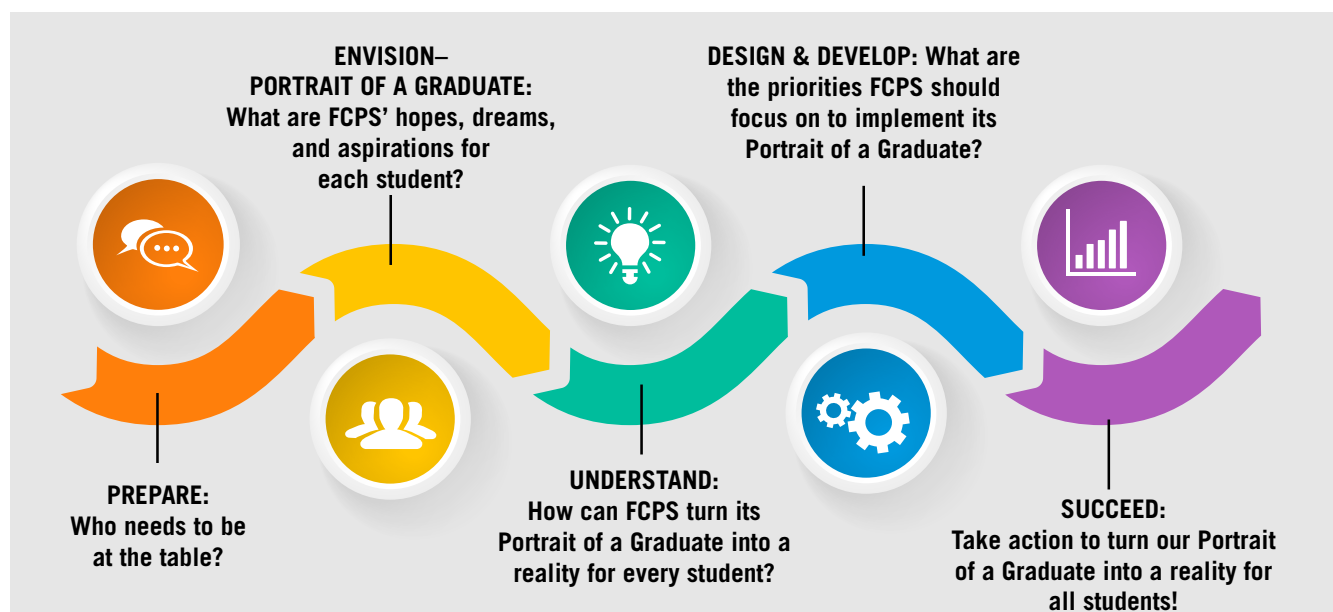
Demonstrates originality, imagination, and new ways of thinking about ideas. Transcend traditional ideas, rules, patterns, and relationships to develop new and meaningful interpretations. Translate new ideas into viable solutions that have value to others. Hold value outside of self. Understand the risks involved with presenting new ideas, but also the potential rewards of doing so.

CRITICAL THINKING AND PROBLEM SOLVING

Identify authentic challenges and analyze information to deepen thinking across subjects, and disciplines. Evaluate and question evidence, arguments, claims, beliefs, and opposing perspectives to interpret information, draw conclusions, and pose solutions. Reflect on learning experiences, decision-making processes, and outcomes to make necessary adjustments.

OUR PROCESS

FCPS began developing a Portrait of Graduate and updating the school division's strategic plan in the fall of 2018. On May 21, 2019, the Frederick County School Board adopted the FCPS strategic plan for 2019–2025. *Inspire 2025* was developed using a collaborative process that engaged parents, students, business and community leaders as well as teachers and school administrators. Representatives from Battelle for Kids facilitated the work.



“ I think there's great benefit in bringing folks to the table to discuss what the needs are, what that Portrait of a Graduate looks like whether they're in school and they're in that developmental process or whether they've graduated and are coming knocking on the door of the local businesses looking for employment. I think the more we can communicate and talk up front, the better off we all will be. Our students will be more successful not only in school, but also once they graduate.”

—Jeff Long, parent

GOALS

Goal 1: Student Success

FCPS promises each and every student learning experiences grounded in high expectations, personalized to student needs and interests, tailored to inspire passion and challenge thinking, and backed by necessary learning supports today, so that each and every student is ready to pursue the dreams and opportunities of tomorrow.

1

Goal 2: Culture

FCPS is a learning organization where students and staff thrive in safe, supportive, nurturing environments, motivated by a culture of continuous growth so that each and every student becomes a contributing citizen in our global society.

2

Goal 3: Strategic Partnerships

FCPS will support students and staff through meaningful, authentic learning experiences and a focus on overall well-being by cultivating strategic, purposeful partnerships with community members, organizations, and families.

3

Goal 4: High Quality Staff

FCPS will be recognized as the preferred school community for individuals who are high achieving, compassionate, committed to continuous improvement, and who are inspired and inspire others.

4



GOAL 1: STUDENT SUCCESS

FCPS promises each and every student learning experiences grounded in high expectations, personalized to student needs and interests, tailored to inspire passion and challenge thinking, and backed by necessary learning supports today, so that each and every student is ready to pursue the dreams and opportunities of tomorrow.

Objective 1

FCPS will create a Learning Framework that articulates our Portrait of a Graduate from Pre-K through 12th grade by the fall of 2020.

STRATEGIES

- An FCPS Framework Team, comprised of division and school-based representatives, will develop a learning framework that explains how FCPS's learning principles and systems support our Portrait of a Graduate and content standards, and integrates elements of our Tiered Systems of Support.
- Conduct an inventory and gap analysis of current curriculum and instructional practices relative to the learning framework.
- Identify and support high priority needs required to implement the learning framework to build capacity for all staff.

EVIDENCE OF SUCCESS

- Complete the learning framework by 2020.
- Development of curriculum that incorporates the Portrait of a Graduate competencies.

Objective 2

FCPS will design and establish a PreK-12 system to assess the Portrait of a Graduate competencies by the fall of 2022.

STRATEGIES

- The Assessment Committee, comprised of division and school-based representatives, will conduct an inventory and gap analysis of current assessments relative to the Learning Framework.
- Establish assessment processes and protocols for the Portrait of a Graduate competencies, with an emphasis on strong feedback loops among educators and students, student voice and choice, embedded goal-setting and growth, meaningful processes and products, and self-assessment and reflection for all students.
- Develop reporting tools and processes that “tell the story” of student progress, identify areas for improvement, and use balanced assessment data.

EVIDENCE OF SUCCESS

- Development of measures to determine student progress on Portrait of a Graduate competencies.
- Development of capstone projects at grades five, eight, and 12.

Objective 3

By 2022, FCPS will implement instruction that integrates the vital components of the FCPS Learning Framework in curriculum for meaningful, purposeful educational experiences.

STRATEGIES

- Develop plans, tools, and continuous improvement processes for curriculum, instruction, and assessment by the fall 2022.
- Link the Portrait of a Graduate competencies, resources, and assessments to curriculum at all grade levels.
- Use systems thinking and professional learning to identify, evaluate, and scale instructional practices that best align with the FCPS Learning Framework.
- Establish a process to identify student interests and passions to include them in learning experiences by 2022.
- Identify and implement instruction that engages all students in broader, deeper learning experiences, integrates our Portrait of a Graduate competencies, and cultivates student interests and passions by 2021.

EVIDENCE OF SUCCESS

- Classroom observation data.
- School Quality and Perceptions Survey results.
- Establishment of purposeful, meaningful partnerships that provide learning experiences outside the classroom.



GOAL 2: CULTURE

FCPS is a learning organization where students and staff thrive in safe, supportive, nurturing environments, motivated by a culture of continuous growth so that each and every student becomes a contributing citizen in our global society.

Objective 1

All staff will have regular opportunities to collaborate with both their job-alike peers and interdisciplinary peers by the fall of 2020.

STRATEGIES

- Conduct an audit to identify strengths and opportunities for staff to collaborate. Based on identified gaps, develop and implement action plans to provide the structure for collaboration.
- Establish norms, structures, and feedback loops for teacher collaborative teams.
- Use feedback loops to determine and develop job-embedded professional learning opportunities that focus on the topic of effective collaboration.

EVIDENCE OF SUCCESS

- Employee Engagement Survey results.
- Master schedules.



Objective 2

FCPS will nurture a culture of continuous professional learning to refine and expand professional practice and support student growth and development by 2022.

STRATEGIES

- Apply systems thinking to analyze data, identify needs, and determine learning designs to support new practices that impact student growth.
- Divisions, schools, and individuals will work together to develop and implement structures to build understanding of effective professional learning.
- Develop and implement structures to manage individual and system change.
- Develop and implement structures to monitor quality and results.

EVIDENCE OF SUCCESS

- Feedback from professional learning that reflects shifts in culture.
- Implementation of personalized learning plans for staff.

Objective 3

FCPS will promote an engaged learning community characterized by trust and belonging, which values diverse perspectives and encourages individual voice and choice by 2020.

STRATEGIES

- Strengthen and expand opportunities for open communication and transparency among the internal and external school community.
- Establish and support relationships among staff to cultivate personal strengths and build autonomy and trust.
- Develop and implement practices that support innovation and new ideas at a division-level, building/department-level, and classroom-level.
- Scale opportunities for student-led learning across the division.
- Use design thinking to implement learning experiences based on student interest and passion.
- Develop, implement, and expand practices that focus on inclusion, equity, opportunity, and excellence for all members of the community.

EVIDENCE OF SUCCESS

- School Quality and Perceptions Survey results.
- Employee Engagement Survey results.
- Virginia Working Conditions Survey (teacher version) results.
- Improved staff and student attendance.

Objective 4

Collect and analyze data across our education system to monitor progress on the goals of *Inspire 2025* and adjust as needed.

STRATEGIES

- Identify the indicators that can be used as a part of systems thinking such as climate surveys, teacher attendance, student attendance, teacher transfer requests, instances of teacher volunteerism for school events, student discipline, etc. to determine progress within *Inspire 2025*.
- Use data from the identified indicators to make adjustments based on strengths and opportunities.
- Create and use a structure for communicating progress toward continuous improvement goals.

EVIDENCE OF SUCCESS

- Development, implementation, and monitoring of a comprehensive accountability system that measures progress toward *Inspire 2025* goals.



GOAL 3: STRATEGIC PARTNERSHIPS

FCPS will support students and staff through meaningful, authentic learning experiences and a focus on overall well-being by cultivating strategic, purposeful partnerships with community members, organizations, and families.

Objective 1

By the fall of 2021, FCPS will establish a plan to develop, sustain, and grow strategic and purposeful partnerships.

STRATEGIES

- Establish an FCPS committee of stakeholders, including community partners, school-based and division-level staff, board members and families to develop a plan to address partnerships.
- Identify and define elements of the plan to be developed.
- Develop a system to manage an inventory of current and possible partnerships.

EVIDENCE OF SUCCESS

- A completed comprehensive plan for strategic partnerships.



Objective 2

By the fall of 2021, FCPS will engage all students through academic and social-emotional learning experiences supported by partnerships.

STRATEGIES

- Connect student interest, needs, and curriculum to local and global partnership opportunities.
- Develop a network of staff and partners whose role is to support the integration of learning experiences through partnerships at all grade levels.
- Enhance partnerships that educate and support the whole child.
- Provide professional learning for teachers to support the integration of partnerships with their students.

EVIDENCE OF SUCCESS

- Increased partnerships that support student engagement.
- Increased student participation in educational partnerships.
- School Quality and Perceptions Survey results.

Objective 3

FCPS will connect with all families by strengthening two-way communications, relationships, and family engagement.

STRATEGIES

- Establish a Family Engagement Advisory Council, comprised of family members that reflect the division's demographic, charged with defining opportunities and developing recommendations to improve family engagement.
- Provide professional learning and resources for school staff related to improving family engagement.
- Implement student-led conferencing at all levels using a variety of tools and experiences to promote student, family, and staff collaboration that supports student growth.
- Develop a process for reporting student progress to families that harnesses the real-time advantages of digital resources, better reflects student learning, and provides for meaningful collaboration between families and staff.

EVIDENCE OF SUCCESS

- School Quality and Perceptions Survey results.
- Increase in attendance and the number of family engagement experiences such as student showcases, student-led conferences, events, outreach, etc.
- Development of school-level strategic communication plans.



GOAL 4: HIGH QUALITY STAFF

FCPS will be recognized as the preferred school community for individuals who are high achieving, compassionate, committed to continuous improvement, and who are inspired and inspire others.

Objective 1

Create the Portrait of an FCPS Talent Contributor by 2020.

STRATEGIES

- Assemble a panel of students, staff, and community members to identify what should be reflected in the Portrait of an FCPS Talent Contributor.
- Plan the communication of the Portrait of a Talent Contributor in conjunction with communication coordinator.
- Incorporate Portrait of a Talent Contributor competencies and qualities into selection process and evaluation criteria for FCPS staff.

EVIDENCE OF SUCCESS

- Completion of the Portrait of a Talent Contributor.
- Implementation of competency-based interview and evaluation tools.
- Development of recruiting and marketing materials that portray the qualities and competencies of the Portrait of a Talent Contributor.



Objective 2

FCPS will enhance recruiting efforts by defining and effectively sharing the FCPS brand by 2020.

STRATEGIES

- Create a panel of employees to evaluate and provide feedback on the current recruitment process.
- Analyze sources of successful teacher candidates and classified staff.
- Gather data on exit interviews and surveys to identify patterns and contributing factors to identify areas for improvement.
- Develop and begin process for stay interviews to identify what contributes to retention and to use in recruitment.
- Develop an annual plan for recruitment that includes external job fairs, FCPS job fairs, social media advertising, and marketing materials.
- Identify resources and focus recruitment and retention efforts to support equity in recruitment.

EVIDENCE OF SUCCESS

- Collection of data from exit interviews and panel participants.
- Development of a questionnaire to be used for stay interviews and compilation of results.
- Development of recruiting and marketing materials that reflect positive factors related to retention using stay interview data.
- Collection of data on successful minority and equity recruitment sources and strategies.
- Development of a recruitment plan that targets top sources of high-quality candidates.



Objective 3

By the fall of 2020, complete a comprehensive plan for rewards and recognition that includes a total rewards study with goals and targets for the next five years.

STRATEGIES

- Review and enhance health and wellness benefits to include voluntary benefits, onsite clinic, pharmacy options, and daycare.
- Compare FCPS salaries and benefits with surrounding areas for targeted areas to maintain or improve.
- Gather data from exit interviews and surveys to identify patterns and factors, reflect on current practices, and identify areas for improvement.
- Study existing engagement survey data to identify strong areas and opportunities for improvement.
- Enhance training and professional learning for all talent contributors.
- Promote existing local discounts and identify other desirable discount options for employees locally and nationally.
- Schedule Employee Assistance Program events and promote access regularly.

EVIDENCE OF SUCCESS

- Completion of benefits and salary survey.
- Identified strengths and areas of concern from survey data.
- Development of training and an Employee Assistance Program class schedule.
- Communication of class offerings and promotion of opportunities during orientation and within school buildings.

Objective 4

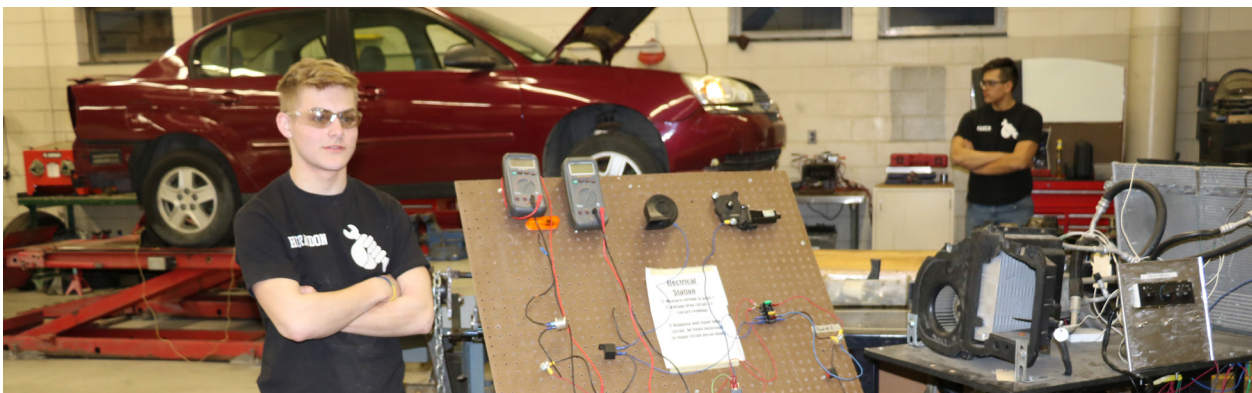
By the fall of 2020, the FCPS Human Resources Department (HR) will create a departmental strategic plan that will include an internal review of current policies, practices, and goals that align with division goals.

STRATEGIES

- Identify the key functional areas in HR for review.
- Conduct focus groups to gather input on processes.
- Review functional areas and identify process improvements.
- Communicate updates on changes and processes to stakeholders.

EVIDENCE OF SUCCESS

- Completed plan with specific action steps.



ACKNOWLEDGEMENTS

Strategic Plan Leadership Team

The Strategic Plan Leadership Team provided oversight to the process of developing the Frederick County Public Schools Portrait of a Graduate and *Inspire 2025*. The team met frequently with representatives from Battelle for Kids to develop and execute the strategic planning process, and make final decisions regarding the goals, objectives, and strategies.

Dr. David Sovine - Superintendent
Dr. Jim Angelo - Assistant Superintendent for Instruction
Dr. Albert Orndorff - Assistant Superintendent for Administration
Steve Edwards - Coordinator of Policy and Communications
Sam Gross - James Wood High School Principal
Dr. Julie Myers - Director of Middle and Secondary Instructional Services
Kathryn Neal - Coordinator of Professional Learning
Crystal Nicola - Orchard View Elementary School Principal
Jeri Swogger - Director of Elementary Instructional Services

Portrait Design Team

The Portrait Design Team included a variety of community stakeholders as well as FCPS staff members. The team's work included developing the FCPS Portrait of a Graduate; identifying critical focus areas for the strategic plan based upon the school division's current state; providing feedback on draft vision and mission statements; reviewing draft goals, objectives, and strategies in *Inspire 2025*; and providing input on graphics related to the Portrait of a Graduate and FCPS logo.

Julie Angelo - Parent
Marina Bass - Parent
Stephanie Berry - FCPS Teacher
Lauren Champagne - FCPS Teacher
Jeanian Clark - Community Member, Business Leader
Shannon Combs - FCPS Teacher
Jill Couturiaux - FCPS Teacher
Justin Crotti - FCPS Teacher
Olivia Feldman - FCPS Teacher
Chad Fisher - FCPS Teacher
Jay Foreman - Parent, School Board Member
Kathy Franceschi - FCPS Teacher
Christine Germeyer - Parent
Tami Green - Parent
Amy Hall - FCPS Administrator
Jean Harper-Smith - FCPS Support Staff
Rita Hart - FCPS Administrator
Mark Hawkins - FCPS Administrator
Sara Horn - FCPS Teacher
Wendi Houser - FCPS Teacher

Richard Kennedy - Community Member, Business Leader
Jeffery Long - Parent
Pat McKinney - Community Member (Retired)
Nikki Mongan - FCPS Teacher
Glenn Moreland - FCPS Administrator
Keri Mounts - Parent, Business Leader
Kerry Mueller - FCPS Administrator
Will Murphy - Parent
Jessica Nail - FCPS Administrator
Bryan Newman - FCPS Teacher
Aimee Nuwer - Parent
Eric Patterson - Community Member, Business Leader
Cindi Petty - FCPS Teacher
Josh Phelps - Parent, Community Member, Business Leader
Fritz Polite - Community Member, Business Leader
Kevin Popp - FCPS Teacher
Nadine Pottinga - Community Member, Business Leader
Jerry Putt - FCPS Administrator
Jen Ralls - FCPS Teacher
Stephanie Reed - FCPS Administrator
Doug Rinker - Community Member, Business Leader
Nick Sabo - Community Member, Business Leader
Elizabeth Savage - Community Member, Business Leader
Logan Sheppard - FCPS Administrator
Becky Shollay - FCPS Teacher
Clarence Smith - FCPS Teacher
Amy Strosnider - FCPS Teacher
Shontyá Washington - Parent, School Board Member
Mark Weisbrod - FCPS Administrator
Rob Yost - FCPS Administrator

Executive Business Focus Group

The Strategic Plan Executive Business Focus Group included executive level business leaders from across the Winchester/Frederick County community. The group provided feedback and perspectives on the Portrait of a Graduate, specifically regarding the skills students need to be successful in the future. The group also reviewed the current state analysis of the school division, as well as the recommended priority areas for *Inspire 2025*.

Patrick Barker, Executive Director - Frederick County EDA
Shane Bell, Executive Vice President/CFO - First Bank
Dr. Kim Blosser, President - Lord Fairfax Community College
Susan Brooks, Senior Vice President - (Joe Dewalt, designee, attending first meeting on Ms. Brooks' behalf) - Navy Federal Credit Union
Bob Claytor, President - H.N. Funkhouser & Company
Dr. Tracy Fitzsimmons, President - Shenandoah University
Scott Harvard, CEO - First Bank
Brian Hester, Vice President/Small Business Specialist - BB&T

Colonel Scott Lowdermilk, G3, Operations and Plans - Transatlantic Division US Army Corps of Engineers
Mark Merrill, President/CEO - Valley Health
Kim Payne, Talent Acquisition, Human Resources - American Woodmark
Dr. Nick Restrepo, Vice President, Medical Affairs - Winchester Medical Center
Ken Rice, Executive Vice President - H.N. Funkhouser & Company
Jay Rudolph, Vice President, Human Resources - Trex
Liz Savage, Vice President of Human Resources - Valley Health
Ben Waterman, Director, Business Development - Monoflo International
Ed White, Senior Vice President - McGriff Insurance/BB&T

Superintendent's Student Leadership Council

The Superintendent's Student Leadership Council includes two student representatives from each of Frederick County's middle and high schools as well as the Dowell J. Howard Center. Council members provided a student perspective on the competencies to be included in the FCPS Portrait of a Graduate. The group also provided feedback on draft vision and mission statements; the draft goals, objectives, and strategies in *Inspire 2025*; and the graphics related to the Portrait of a Graduate and FCPS logo.

Andrew Alder - Dowell J. Howard Center
Charlotte Bass - James Wood Middle School
Rylie Benson - Robert E. Aylor Middle School
Jillian Deignan - Sherando High School
Olivia Escalante - Millbrook High School
Ashley McGuire - Admiral Richard E. Byrd Middle School
Itzel Mendoza De Santiago - Frederick County Middle School
Sophia Mezzatesta - Frederick County Middle School
Madison Murphy - Admiral Richard E. Byrd Middle School
Ashley Pacheco-Arrospide - Millbrook High School
Faith Spinks - James Wood High School
Belicia Stillman - Dowell J. Howard Center
Kristyna Van Sickler - James Wood High School
Eva Winston - James Wood Middle School
Emmy Woolever - Robert E. Aylor Middle School
Joseph Zollinger - Sherando High School

“ I believe the updated Strategic Plan and the Portrait of Graduate will effectively outline the true mission of Frederick County Public Schools to students, and will allow them to get a feel for how the district has aided them over the years, and how they can then use all that has been given to them for the betterment of our society.”

—Joseph Zollinger, Sherando High School student

“ As a parent it’s been really awesome to see and to hear the different perspectives from the business side as well as the teacher and administrative side and how they would like to see that Portrait of a Graduate get accomplished.”

—Shontyá Washington, parent and school board member

“ At the end of the day, we just want to be able to prepare these students to be able to be effective and accountable and responsible citizens in our communities.”

—Dr. Fritz Polite
Assistant Dean of Student Affairs, Shenandoah University

“It’s definitely to think towards the future because the students we have today are not the students we had 20 years ago. They learn differently, they think differently and so it’s important that we change our teaching in the classroom in order to meet the needs of these learners. Not only is it essential to teach our students content material, but the value in teaching them competencies such as communication and collaboration, critical thinking and cultural awareness. We realize that is also equally important.”

— Jill Couturiaux, FCPS teacher

“We’re identifying that we’re producing future participants in our community. Whatever their participation is, that’s what we’re trying to produce through our school systems. Educators have a vision of that. Employers have a vision of what they would like to see coming out of the school system. Parents obviously have a very vested interest, so you have to have all of those people at the table to be able to say this is what we really want.”

—Josh Phelps, President, Winchester Metals

GLOSSARY

Assessment	Methods or tools that are used to determine learning and progress. Examples include tests, essays, projects, presentations, and discussions with students about a skill.
Assessment Processes and Protocols	Guidelines followed in the administration of assessments.
Balanced Assessment Data	A collection of information that determines student learning and progress. Examples include multiple choice tests, essays, projects, and presentations.
Capstone Project	A method of evaluating student learning over a period of time in which students study, conduct research, and use their abilities, interests, and personal experiences to create something new. Typically, this involves a real-world connection and, at a minimum, occurs at the end of fifth, eighth, and 12th grades.
Classroom Observation Data	Information collected from observing teachers teach and students learn.
Competency-based Interview and Evaluation Tools	A style of staff selection that evaluates an individual's specific qualities as it relates to the organization's desired skills for its employees.
Comprehensive Accountability System	A system in which an outside group (for example, the Virginia Department of Education) tests students to determine whether they are making the right amount of progress toward a learning goal.
Design Thinking	A planning process in which the needs of a user are considered before something is created, to make sure it is useful.
Feedback Loops	Checking for understanding and providing information in a way that helps the learner continue to grow.
Gap Analysis	A review of data that shows the current state of a person or organization compared to the ultimate goal of that person or organization.
Individual Voice and Choice	Providing opportunities for a student to actively engage in communicating how he/she learns best with a willingness to honor his/her feedback.
Job-embedded Professional Learning	Opportunities for staff learning that occur during the regular workday.
Learning Designs	Activities or environments specifically selected which lead to learning.
Learning Environment	Any setting where learning occurs.
Personalized Learning Plans	Instruction that is designed to meet the needs of a student capitalizing on his/her learning preferences and interests.
Portrait of a Talent Contributor	Clearly defined characteristics needed by individuals who are employed by an organization. A "talent contributor" refers to the employee.

Social Emotional Learning Experiences	Opportunities for a person to build upon the ability to understand and manage emotions, establish and keep positive relationships, show empathy for others, and make good decisions.
Stay Interviews	Short meetings conducted with current employees to gather information that will help Frederick County Public Schools understand why employees remain with the school division.
Student-led Conferencing	A conference during which students lead a discussion of their work, including academic and social goals, with parents/guardians, teachers or other school staff.
Student-led Learning	Enabling students to be in control of their own learning.
Systems Thinking	The use of data to determine academic and behavior practices for students and the supports needed for staff to implement identified practices.
Tiered Systems of Support	A framework/process to help all students be successful academically and behaviorally.



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1415 Amherst Street

Winchester, VA 22601

www.frederick.k12.va.us

www.inspire2025.net

540-662-3888