



Dr. Jane Q. Ennis, Principal

Mrs. Susan Barranger, Acting Asst. Principal

May 25, 2023

Dear Georgian Forest Elementary families,

Our school has a commitment to fostering learning environments in which all students, families and staff feel a sense of belonging. Recognizing the racial disparities that have persisted in how students experience school and access opportunities, Montgomery County Public Schools (MCPS) worked collaboratively with the Mid-Atlantic Equity Consortium (MAEC) to examine policies, practices and structures that must change to ensure schools create the conditions for all students to thrive.

Over 130,000 students, staff and families in MCPS shared insights over the course of two years. Our school has been analyzing the survey results from our own students, staff and families.

- [Parent Survey Results](#) (83 Families)
- [Student Survey Results](#) (118 Grade 4 and Grade 5 Students)
- [Teacher Survey Results](#) (23 Teachers)

The full results will be posted to our school [website](#) on May 26, 2023. We are writing to summarize our survey results so that we can work together with families to gain deeper insights about what our data mean for actions we must take to continuously improve. We studied the specific results where we saw the most significant differences in the experiences of students, staff and families by racial group. A summary of our work so far is below.

WHAT WE EXAMINED

1. School's anti-Racist survey that was administered 2019-2021.
2. Most current academic performance in literacy and math
3. Trends of students academic achievement in literacy and math
4. Classroom observations
5. Attendance Data

WHAT WE LEARNED

1. Most students feel more negatively about school than other MCPS students, especially with students who are Black/African American.
2. Many students feel like they do not belong at school and many feel they do not have a trusted adult in the building.
3. Many students and their families are concerned about teasing that may occur in the building.
4. Most of our students identified that they have friends from other races and ethnicities.
5. Most students feel less encouraged to participate, especially students from Hispanic and Black/African American backgrounds.

6. Many families feel that multiracial students and their experiences are not consistently reflected at school.

OUR NEXT STEPS

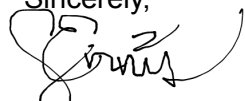
1. Deepen our current structures to ensure students feel seen, safe and supported.
2. Deepen our work around social emotional and restorative justice during our Huddle time and throughout the day.
3. Continue to build relationships and collaborate with our parents through our Community School Programs to support their needs.
4. Create a staff mentoring program school-wide for selected students.
5. Consistently provide engaging and rigorous classroom instruction.

HOW FAMILIES CAN HELP

1. Attend monthly Merienda Parent Coffee.
2. Send your child to school every day, on time, except when they're sick.
3. Volunteer in your child's classroom, or contact the school about volunteering in the building.
4. Join the Parent Teacher Association and attend the monthly meetings.
5. Schedule times to meet with your child's teacher about academic growth throughout the year.
6. We encourage family participation during our School Improvement meetings throughout the year. Please feel free to contact the school about participating.

We look forward to continuing to engage with families as partners in designing and monitoring a school improvement plan that includes actions we will take as a result of our data. We are confident that by working together we can increase our students' access to opportunities and ensure that all students, staff and families experience a sense of belonging in our school community.

Sincerely,



Dr. Jane Q. Ennis
Principal