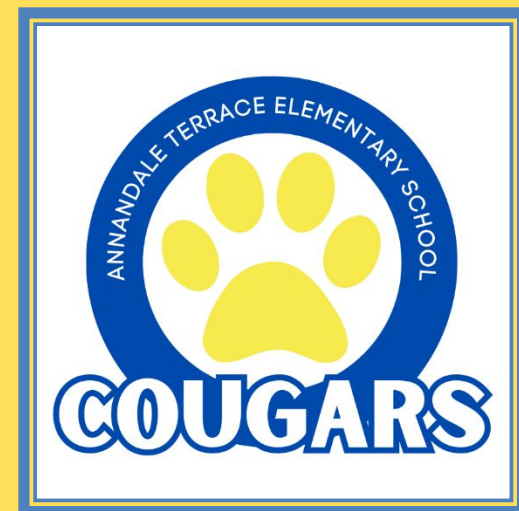


Together,
We Are
Amazing!

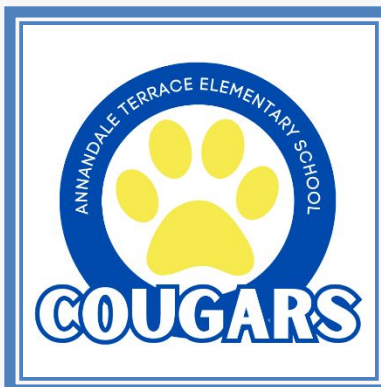


Annandale Terrace Elementary School

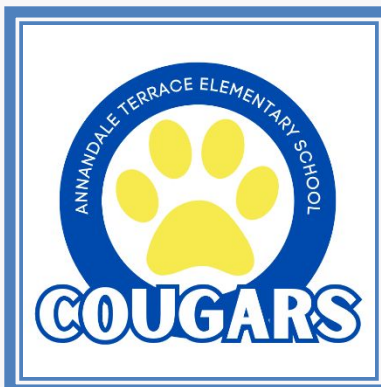
Back to School Night -
September 18, 2024
5:00pm - 7:00pm



Message from Mason District, School Board Member



Message from ATEs Admin Team





EXCELLENCE EQUITY & OPPORTUNITY

2023-30 STRATEGIC PLAN

Back To School Night



A Message from Dr. Reid



Student-Centered Goals



Goal 1: Strong Start, Pre-K–12

Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K through 12th Grade.

Goal 2: Safe, Supported, Included, and Empowered

Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered.

Goal 3: Academic Growth and Excellence

Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.

Goal 4: Equitable Access and Opportunity

Every student will have access to high-quality academic programming and resources to support their success.

Goal 5: Leading for Tomorrow's Innovation

Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future.

Our School SIIP Goals

READING:

Outcomes

- By Spring 2024, students with disabilities in 3rd grade will increase their SOL pass rate from 33% to 40%, reducing the failure rate by 10%.
- By Spring 2025, the high risk band of students in grades K through 3 as determined by the Virginia Language and Literacy Screening System (VALLSS) will decrease by 5% from Fall 2024 to Spring 2025.

Strategies

- Increase intentional use of multisensory, visual, verbal, written and/or interactive scaffolds and supports in whole group settings.
- Increase efficiency of instructional delivery to ensure all students have daily access to all components of the language arts block as outlined in the new core curriculum
- Leverage use of daily, explicit language comprehension lessons from the new core curriculum for building knowledge and vocabulary.

Our School SIIP Goals

MATH

Outcomes

- By Spring 2025, students with disabilities will increase their SOL pass rate from 26% to 33%, reducing the failure rate by 10%.
- By the end of the 2024-2025 school year, 49% of students in grades 1-5 will demonstrate typical math growth on iReady, compared to 43% in the 2023-2024 school year, reducing the failure rate by 10%.

Strategies

- Improve teachers' implementation of Framework for Engaging & Student-Centered Mathematics Instruction.
- Increase teacher implementation of explicit instruction and other components of effective mathematics intervention.

Our School SIIP Goals

SCIENCE

Outcomes

- By June 2025, the grade 5 science SOL pass rate will increase from a 52.6% unadjusted pass rate (Spring 2024) to a 57% unadjusted pass rate, reducing the failure rate by 10%. The intent to reduce the failure will also increase the science SOL adjusted pass rate from 88% to 89% of 5th grade students passing the science SOL test, reducing the failure rate by 10%.

Strategies

- Increase content and/or pedagogy knowledge in science for all teachers (advanced, general, ESOL, special education).
- Expand the type and frequency of formative assessments to evaluate progress throughout units and lessons, such as exit tickets, four corners, whiteboards, stoplight reflection.

Our School SIIP Goals

ATTENDANCE

Outcomes

- By June 2025, the total number of chronically absent students will reduce by 10% or approximately 6 students. This correlates to an overall chronically absentee percentage of 10%, which is within the level 1 chronic absenteeism rate for accreditation.

Strategies

- MTSS Schoolwide and Site Intervention teams analyze attendance along with behavior and wellness data bi-monthly to identify students in need of Tier 2 and Tier 3 interventions.
- Teachers will promote student engagement and create a welcoming classroom environment by modeling social and emotional competencies in their interactions with students.
- Teachers will use a variety of culturally-responsive practices and communication methods to provide supportive outreach to students and families when student attendance concerns arise.

**Visit the FCPS Strategic Plan 2023-30
webpage for more information.**

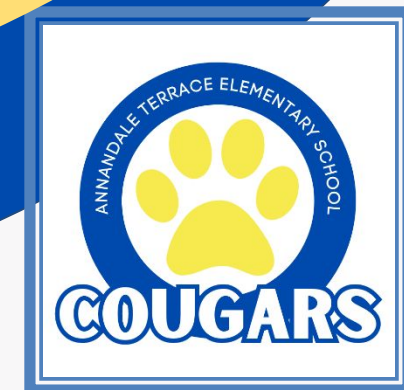
<https://www.fcps.edu/strategic-plan>





Vision and Mission

Facilitated by the Admin team.





Values

ATES STAFF VALUES:

LOVE

FUN

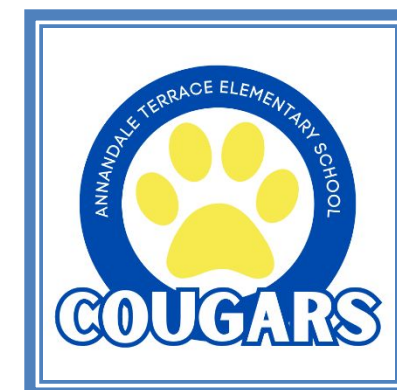
BELONGING

SAFETY

LEARNING

ACADEMIC GROWTH & SUCCESS

ANNANDALE TERRACE ELEMENTARY SCHOOL - FAIRFAX COUNTY PUBLIC SCHOOLS





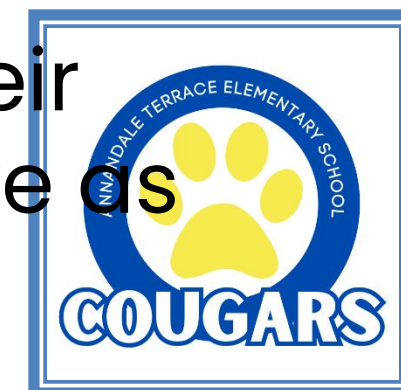
Vision and Mission

VISION STATEMENT:

At Annandale Terrace Elementary, we aim to foster a safe, inclusive community where every student feels valued, achieves academic success, and is empowered to become a compassionate, lifelong learner.

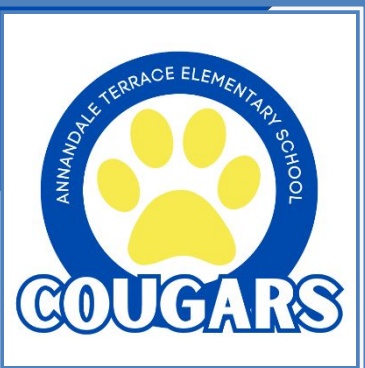
MISSION STATEMENT:

At Annandale Terrace Elementary School, our mission is to create a nurturing, inclusive, and joyful learning environment where every student feels loved, safe, and a true sense of belonging. We are dedicated to fostering academic growth, personal success, and curiosity through meaningful relationships and engaging learning experiences. By celebrating diversity and building strong partnerships with families, we empower our students to reach their fullest potential, embrace challenges, and thrive as compassionate, confident learners.

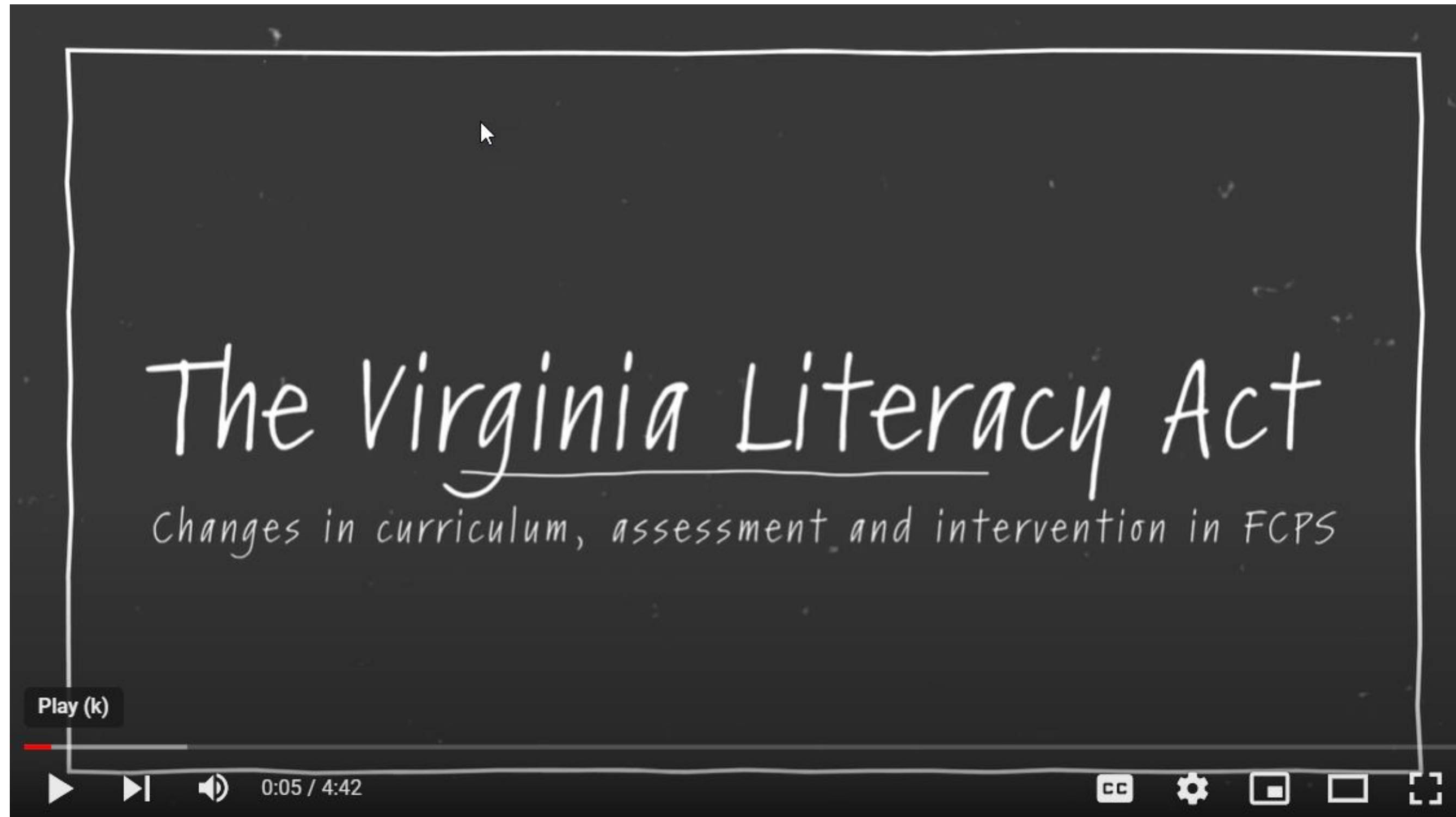




Literacy Curriculum



Introductory Video



FCPS Literacy Resources for Families



Unlock Your Child's Reading Potential: FCPS Resources

Your Guide to Supporting Reading Success at Home

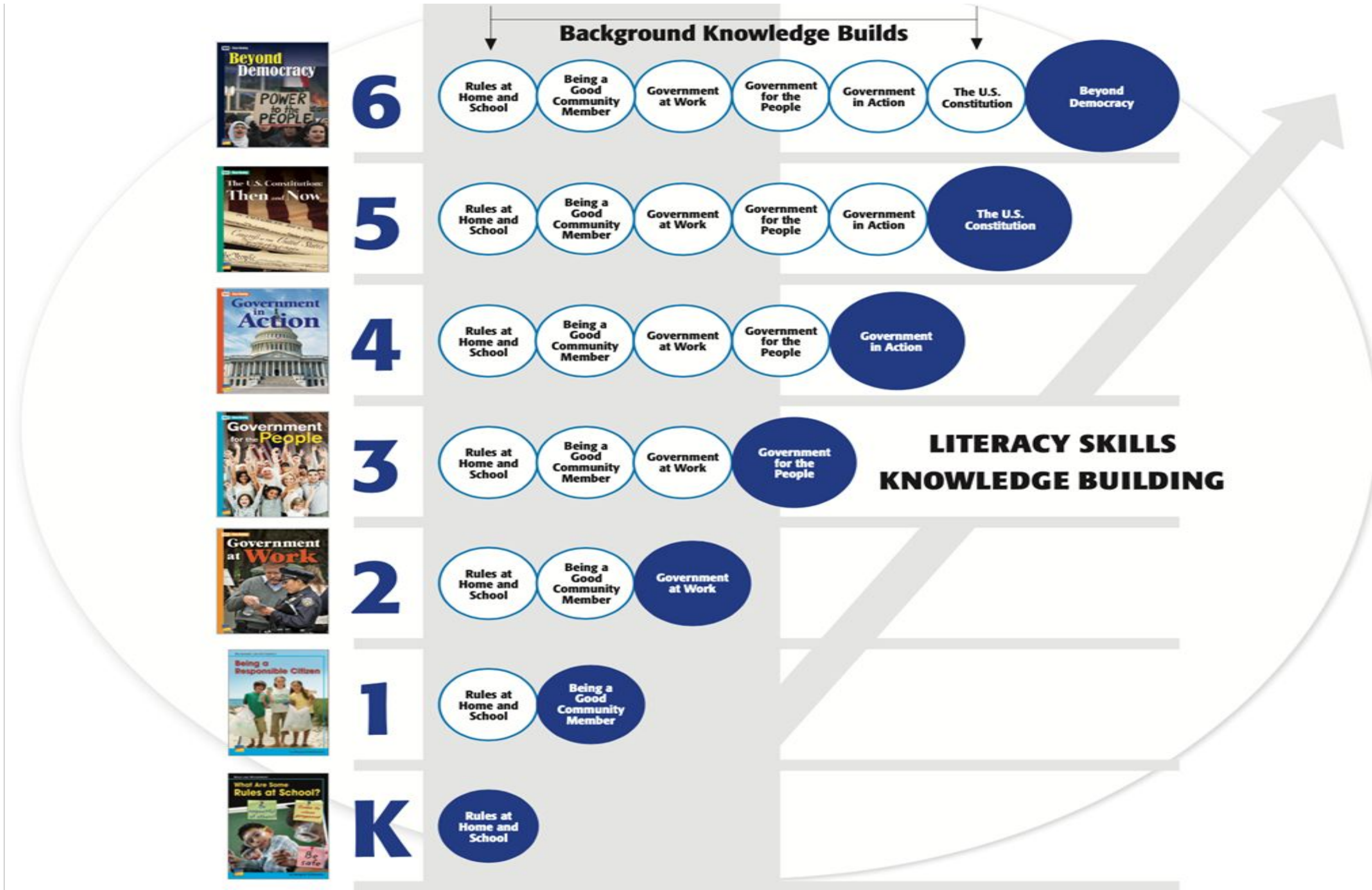
Our New Curriculum for K-6



Common Topics, K-5

Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Life Science							
2	Character Matters							
3	Government and Citizenship							
4	Perspectives in Literature							
5	Technology and Society							
6	Themes Across Cultures							
7	History, Culture, and Geography							
8	Earth Science							
9	Economics							

Growing Knowledge over Time



Essential Questions Get More Complex

Unit 1: Life Science

Plants and Animals Have Needs

Why do living things have different needs?

Kindergarten

Animal Adaptations

How do living things survive in their environment?

3rd Grade

Relationships in Nature

What roles can we play in the balance of nature?

6th Grade

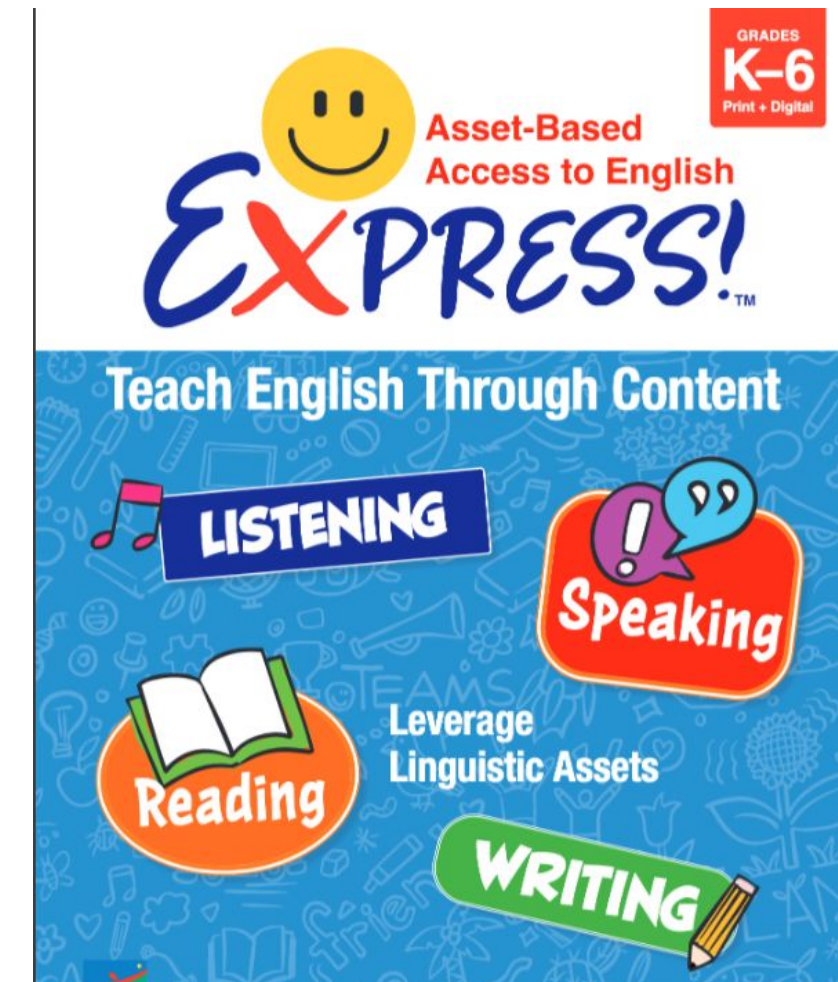
Core Instruction & SWD

Benchmark Advance has numerous scaffolds and supports to assist all teachers in providing core instruction responsive to the needs of students with disabilities.



Core Instruction & Multilingual Learners

Benchmark Express is the English Language Development curriculum that complements Benchmark Advance in providing tier 1 instruction for multilingual learners.



Benchmark Advance includes scaffolds and supports for multilingual learners.

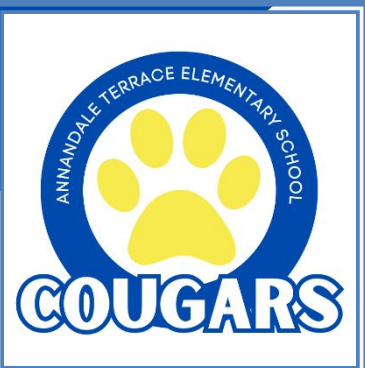
Core Instruction & AAP

All students receiving Advanced Academic services will participate in Benchmark Advance, which includes extensions for advanced learners. In addition to inquiry-based research embedded in Benchmark, each quarter will focus on at least one supplemental AAP ELA curricular resource to be used throughout that quarter.

Advanced Academic Programs (AAP)

Fairfax County Public Schools offers a continuum of advanced academic services for students K-12 that builds upon students' individual strengths and skills and maximizes academic potential for all learners.


Math Curriculum





FCPS Mathematics Vision

All students and teachers develop conceptual and procedural understanding through meaningful learning experiences in order to become flexible problem solvers who appreciate the job and relevance of mathematics.





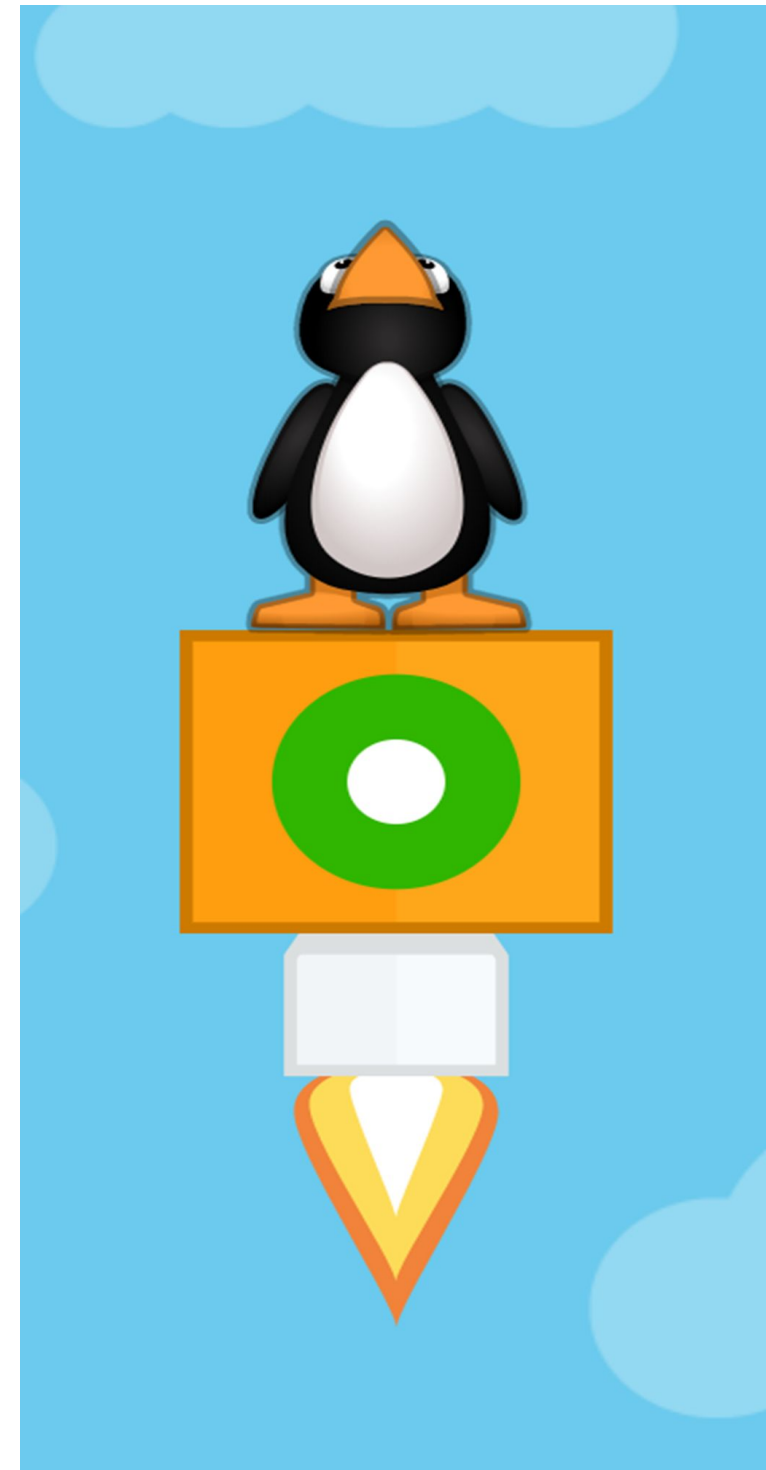
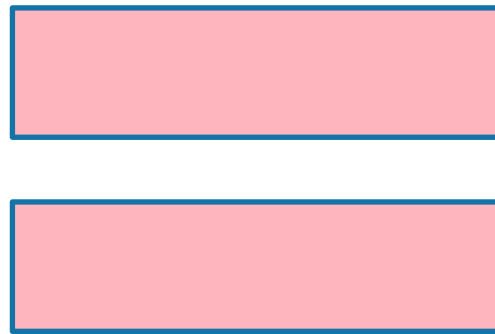
New Math Standards



ST Math Impact



**1000
Puzzles**



**7 scale
score
points**

AND

**Increased
SOL Pass
Rates**

- 1800 puzzles for K and Grade 1
- 2200 puzzles for Grades 2-8



What is a Growth Assessment?

iReady

Scoring at grade-level


At
Above
Below

Measuring Growth

Over the period of
instructional time

Practice and Prediction

Individual Paths in ST
Math
iReady percentiles
correlated to VA SOL

A man in a light blue shirt and a young child in a yellow shirt are lying on a light-colored rug, reading a colorful book together. The man is pointing at the book, and the child is looking at it intently. The background shows a living room with a sofa and a potted plant. There are red confetti-like dots in the top-left and bottom-right corners of the image.

**Read about
mathematical
concepts**

Math Games



Playing Cards

Attributes
Number recognition
Patterns



Board Games

Familiarity with dice
Counting
Strategy



Other games

Matching
Patterns
Number sense



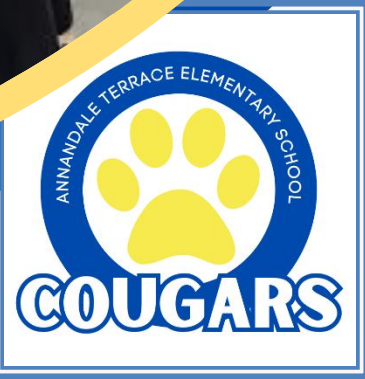
Family Resource Center

Information and family webinars

www.fcps.edu/frc



Fairfax County 2024-2025 Year at a Glance



PreSchool Overview

[Portrait of a Graduate Resources](#)

[Blended Learning Resources](#)

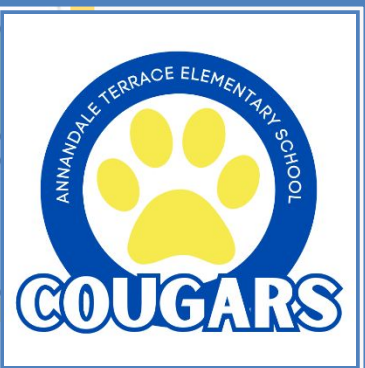
[Early Childhood Instructional Resources](#)

PreK Yearly Overview and Quarterly Topics

Quarterly Theme	Topic/Unit	Topic/Unit	Topic/Unit
Quarter 1: <u>Who I am</u>	Rules and Routines Classroom Community & Safety Suggested time: 2-3 weeks	Me & Myself Five Senses Suggested time: 2-3 weeks	Seasonal Changes Fall Suggested time: 2-3 weeks
Quarter 2: Who I am in My Family	Families Members, Homes, Foods, Celebrations Suggested time: 3-4 weeks	Cultures Celebrations and Traditions Suggested time: 3-4 weeks	Seasonal Changes Winter Suggested time: 3-4 weeks
Quarter 3: Who I am in My Community	Geography & Maps My Community and Community Helpers Suggested time: 3-4 weeks	Economics Jobs, Stores, Restaurants, Money, Needs/Wants Suggested time: 3-4 weeks	Seasonal Changes Spring Suggested time: 3 weeks
Quarter 4: Who I am in My World	Life Cycles Insects, Mammals & Plants Suggested time: 3-4 weeks	Natural Resources Habitats & Taking Care of our World Suggested time: 3-4 weeks	Changes Seasonal & Self Suggested time: 3 weeks

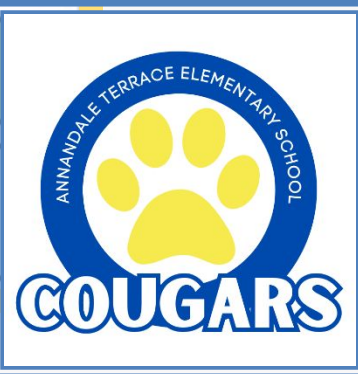
Kindergarten Overview

Kindergarten Quarterly Overview Quarter 1 (August 19 - October 31); 49 Instructional Days			
Q1 Progress Report Alignments for Kindergarten <i>(Quarter 1 ends Oct 31, 2024)</i>			
Language Arts (Yearly Overview)	<u>Launch Unit (23 days)</u>		<u>Unit 1: Plants & Animals Have Needs (17 days)</u>
	<u>Unit 2: Every Story Has Characters (9 days)</u>		
Language Arts Q1: AAP Access to Rigor for General Education			
Math (Yearly Overview)	<u>Unit 1: Building Community (3 weeks)</u>	<u>Unit 2: Objects & Their Attributes (3 weeks)</u>	<u>Unit 3: Introduction to Numeracy (3 weeks)</u>
	Math Q1: AAP Access to Rigor for General Education		
Science (Yearly Overview)	Kindergarten	<u>Sprouting Small Scientists Part 1 (14 Lessons)</u> <i>5 senses, making observations, shadows, comparing size/weight, pumpkins</i>	
		Science Q1: AAP Access to Rigor for General Education	
Social Studies (Yearly Overview)	Sample Pacing Calendar	<u>Being an Ethical & Global Citizen (2 weeks; ongoing as needed)</u>	<u>Economics: Making Choices (1 week)</u>
		<u>Geography: Map Skills (1 week)</u>	<u>History: Change Over Time (1 week)</u>
Social Studies Q1: AAP Access to Rigor for General Education			
Health (Landing Page)	<u>Physical Health & Wellness Q1 (6 Lessons)</u>		
Portrait of a Graduate (POG) (Google Site)	<u>Portrait of a Graduate Presentation of Learning (POG POL) Yearlong Considerations</u>		
Dual Language Immersion (Google Site)	<u>Quarter 1 Immersion Biliteracy Teacher Notes</u>		
Library Digital Collections	Health & PE Collection Math Collection Science Collection Social Studies Collection <i>To access the collections, please log in to fairfax.follettdestiny.com using your FCPS Google (fcpschools.net) credentials</i>		



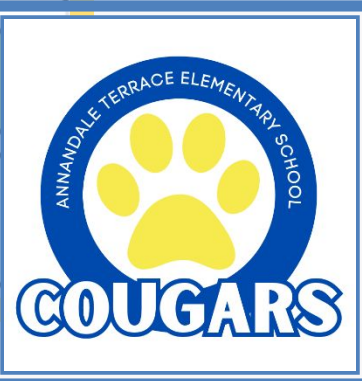
First Grade Overview

Grade 1 Quarterly Overview Quarter 1 (August 19 - October 31); 49 Instructional Days			
<u>Q1 Progress Report Alignments for G1</u> <i>(Quarter 1 ends Oct 31, 2024)</i>			
Language Arts (Yearly Overview)	<u>Launch Unit (20 days)</u>	<u>Unit 1: Plant & Animals Grow & Change (20 days)</u>	<u>Unit 2: Many Kinds of Characters (9 days)</u>
<u>Language Arts Q1: AAP Access to Rigor for General Education</u>			
Math (Yearly Overview)	<u>Unit 1: Building Community Through Data Cycle (2 wks)</u>	<u>Unit 2: Counting & Number Part 1 (3 weeks)</u>	<u>Unit 3: Addition & Subtraction Part 1 (4 weeks)</u>
<u>Math Q1: AAP Access to Rigor for General Education</u>			
Science (Yearly Overview)	1st Grade Sample Pacing Calendar	<u>Soaring into Science: Q1 (12 Lessons)</u> <i>Observation, physical characteristics of animals, basic needs of plants & animals, weather, daily/seasonal changes</i>	
<u>Science Q1: AAP Access to Rigor for General Education</u>			
Social Studies (Yearly Overview)		<u>Being an Ethical & Global Citizen (2 weeks)</u>	<u>Being a Virginian (1-2 weeks)</u>
<u>Social Studies Q1: AAP Access to Rigor for General Education</u>			
Health (Landing Page)	<u>Physical Health & Wellness Q1 (4 Lessons)</u>		
Portrait of a Graduate (POG) (Google Site)	<u>Portrait of a Graduate Presentation of Learning (POG POL) Yearlong Considerations</u>		
Dual Language Immersion (Google Drive)	<u>Quarter 1 Immersion Biliteracy Teacher Notes</u>		
Library Digital Collections	<u>Career Connections Collection</u> <u>Health & PE Collection</u> <u>Math Collection</u> <u>Social Studies Collection</u> <i>To access the collections, please log in to fairfax.follettdestiny.com using your FCPS Google (fcpschools.net) credentials</i>		



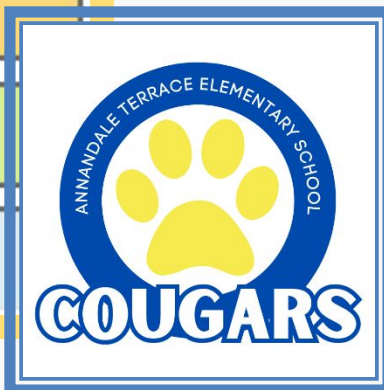
Second Grade Overview

Grade 2 Quarterly Overview			
Quarter 1 (August 19 - October 31); 49 Instructional Days			
Q1 Progress Report Alignments for G2 <i>(Quarter 1 ends Oct 31, 2024)</i>			
Language Arts (Yearly Overview)	<u>Launch Unit (20 days)</u>	<u>Unit 1: Plants & Animals in Their Habitats (20 days)</u>	<u>Unit 2: Characters Facing Challenges (9 days)</u>
	<u>Language Arts Q1: AAP Access to Rigor for General Education</u>		
Math (Yearly Overview)	<u>Unit 1: Building a Community Throught the Data Cycle (3 weeks)</u>	<u>Unit 2: Addition & Subtraction (to 20) Part 1 (5 weeks)</u>	<u>Unit 3 (1 week)</u>
	<u>Math Q1: AAP Access to Rigor for General Education</u>		
Science (Yearly Overview)	2nd Grade Sample Pacing Calendar	<u>Monarchs, Milkweed, & Mexico: Fall (16 Lessons)</u> <i>Plant & animal responses to the seasons, living/nonliving, habitats, animal life cycles</i>	
		<u>Science Q1: AAP Access to Rigor for General Education</u>	
Social Studies (Yearly Overview)	2nd Grade Sample Pacing Calendar	<u>Being an Ethical & Global Citizen (2 weeks)</u>	<u>United States Geography (1 week)</u>
		<u>Symbols & Traditions (1 week)</u>	
	<u>Social Studies Q1: AAP Access to Rigor for General Education</u>		
Health (Landing Page)	<u>Physical Health & Wellness Q1 (4 Lessons)</u>		
Portrait of a Graduate (POG) (Google Site)	<u>Portrait of a Graduate Presentation of Learning (POG POL) Yearlong Considerations</u>		
Dual Language Immersion (Google Drive)	<u>Quarter 1 Immersion Biliteracy Teacher Notes</u>		
Library Digital Collections	<u>Health & PE Collection</u> <u>Social Studies Collection</u> <u>Science Collection</u> <i>To access the collections, please log in to fairfax.follettdestiny.com using your FCPS Google (fcpschools.net) credentials</i>		



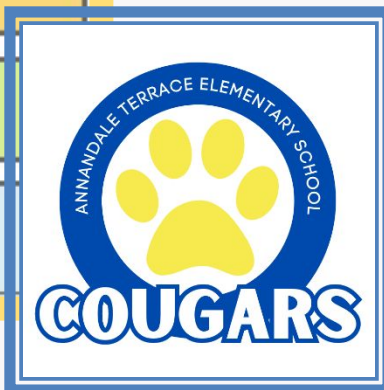
Third Grade Overview

Grade 3 Quarterly Overview			
Quarter 1 (August 19 - October 31); 49 Instructional Days			
Q1 Progress Report Alignments for G3 <i>(Quarter 1 ends Oct 31, 2024)</i>			
Language Arts (Yearly Overview)	Launch Unit (20 days)	Unit 1: Animal Adaptations (20 days)	Unit 2: Ways Characters Shape Stories (9 days)
AAP ELA (Yearly Overview)	Supplementary AAP Language Arts for Identified Students (Full-Time, Part-Time, Subject-Specific) <i>Questioning & CCT Strategies</i>		
Math & Advanced Math (Yearly Overview)	Unit 1: Building Community Through the Data Cycle (2 weeks)	Unit 2: Place Value/Addition & Subtraction Part 1 (4 weeks)	Unit 3: Multiplication & Division Part 1 (3 weeks)
AAP Science & Social Studies (Yearly Overview)	AAP Sci & SS Planning Guide for Identified Students (Full-Time, Part-Time, Subject-Specific) <i>Interactions & Relationships</i>		
Science (Yearly Overview)	3rd Grade Sample Pacing Calendar	Ladybugs (14 Lessons) <i>Ladybugs, ecosystems, habitat, food chains, animal adaptations, plant/animal diversity in ecosystems</i>	
Social Studies (Yearly Overview)		Being an Ethical & Global Citizen Part 1 (7 Lessons)	World Geography (2 weeks)
Health (Landing Page)		Physical Health & Wellness Q1 (7 Lessons)	
Portrait of a Graduate (POG) (Google Site)	Portrait of a Graduate Presentation of Learning (POG POL) Yearlong Considerations		
Dual Language Immersion (Google Drive)	Quarter 1 Immersion Biliteracy Teacher Notes		
Library Digital Collections	Health & PE Collection Social Studies Collection Science Collection <i>To access the collections, please log in to fairfax.follettdestiny.com using your FCPS Google (fcpschools.net) credentials</i>		



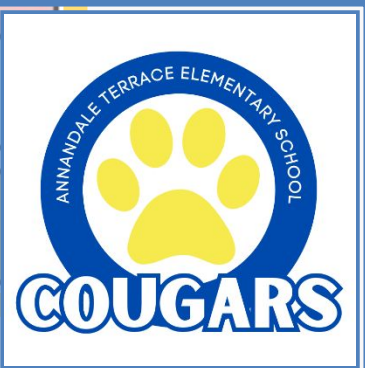
Fourth Grade Overview

Q1 Progress Report Alignments for G4 <i>(Quarter 1 ends Oct 31, 2024)</i>				
Language Arts (Yearly Overview)	Launch Unit (20 days)		Unit 1: Observing Nature (20 days)	Unit 2: Characters' Actions & Reactions (9 days)
AAP ELA (Yearly Overview)	Supplementary AAP Language Arts for Identified Students (Full-Time, Part-Time, Subject-Specific) <i>Questioning & CCT Strategies</i>			
Math (Yearly Overview)	Unit 1: Building Community Through the Data Cycle (2 weeks)	Unit 2: Addition & Subtraction (5 weeks)		Unit 3: Fractions Part 1 (2 weeks)
Advanced Math (Yearly Overview)	Unit 1: Building Community Through the Data Cycle (3 weeks)	Unit 2: Algebraic Reasoning & Characteristics of Numbers (4 weeks)	Unit 3: Computation with Whole Numbers (2 weeks)	
AAP Science & Social Studies (Yearly Overview)	AAP Sci & SS Planning Guide for Identified Students (Full-Time, Part-Time, Subject-Specific) <i>Change & Relationships</i>			
Science (Yearly Overview)	4th Grade Sample Pacing Calendar	Virginia Ecosystems: Quarter 1 (11 Lessons) <i>Ecosystems, watershed, plant & animal adaptations, habitats, food webs, mineral resources</i>		
Social Studies (Yearly Overview)		Being an Ethical & Global Citizen (1 week)	Primary Sources (1 week)	Virginia's Geography (2 weeks)
Health		Physical Health & Wellness Q1 (4 Lessons)		
Portrait of a Graduate (POG) (Google Site)	Portrait of a Graduate Presentation of Learning (POG POL) Yearlong Considerations			
Dual Language Immersion (Google Drive)	Quarter 1 Immersion Biliteracy Teacher Notes			
Library Digital Collections	Health & PE Collection Social Studies Collection Science Collection <i>To access the collections, please log in to fairfax.follettdestiny.com using your FCPS Google (fcpschools.net) credentials</i>			



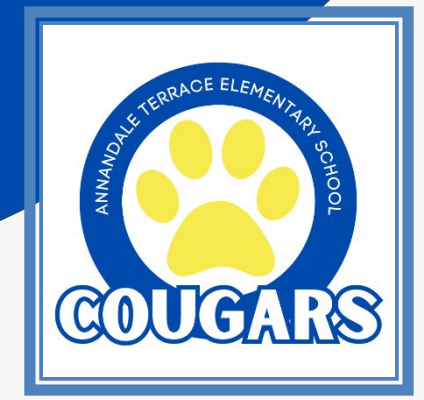
Fifth Grade Overview

Grade 5 Pacing & Sequencing of Content Quarter 1 (August 19 - October 31); 49 Instructional Days			
Q1 Progress Report Alignments for G5 <i>(Quarter 1 ends Oct 31, 2024)</i>			
Language Arts (Yearly Overview)	<u>Launch Unit (20 days)</u>	<u>Unit 1: Cultivating Natural Resources (20 days)</u>	<u>Unit 2: Developing Characters' Relationships (9 days)</u>
AAP ELA (Yearly Overview)	<u>Supplementary AAP Language Arts for Identified Students</u> (Full-Time, Part-Time, Subject-Specific) <i>Questioning & CCT Strategies</i>		
Math (Yearly Overview)	<u>Unit 1: Building Community Through the Data Cycle (3 weeks)</u>	<u>Unit 2: Algebraic Reasoning & Characteristics of Numbers (4 weeks)</u>	<u>Unit 3: Computation with Whole Numbers (2 weeks)</u>
Advanced Math (Yearly Overview)	<u>Unit 1: Building Community Through the Data Cycle (2 weeks)</u>	<u>Unit 2: Integers & Inequalities (3 weeks)</u>	<u>Unit 3: Ratios & Rational Numbers (4 weeks)</u>
AAP Science & Social Studies (Yearly Overview)	<u>AAP Sci</u> https://crsearch.fcps.edu/crsearch... (Full-Time, Part-Time, Subject-Specific)		
Science (Yearly Overview)	<u>Force, Motion & Energy (11 Lessons)</u> <i>Motion, forces, energy forms, energy transformations</i>		
Social Studies (Yearly Overview)	<u>Being an Ethical & Global Citizen (1-2 weeks)</u>		<u>Exploring Culture Through Global Awareness (1-2 weeks)</u>
	Choose TWO of the following cultures below to teach in Quarter 1		
	<u>Fertile Crescent (2-3 weeks)</u>	<u>China (2-3 weeks)</u>	<u>Mesoamerica (2-3 weeks)</u>
Health (Landing Page)	<u>Physical Health & Wellness Q1 (4 Lessons)</u>		
Portrait of a Graduate (POG) (Google Site)	<u>Portrait of a Graduate Presentation of Learning (POG POL) Yearlong Considerations</u>		





Technology



Parent Vue

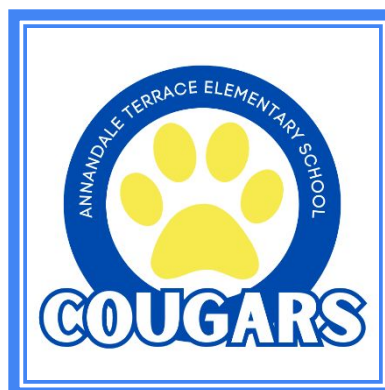


- Access your student's attendance records, grades, and assignments at any time with [SIS ParentVUE](#).
- You will need it EVERY YEAR to complete forms.
- Visit the Mini Fair in the cafeteria to sign up or reset your password!
- You will need access to your email!
- Don't have time this evening? Email Jose Vega, jivega@fcps.edu for your activation code.

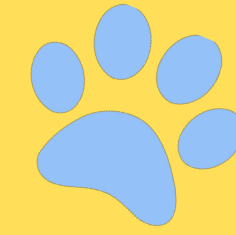


The Activation Key expires at 12:00 a.m. (midnight) on the date listed in the letter.

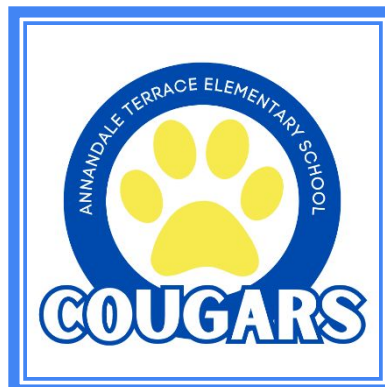
Parents must create the account the day before the date listed in the letter.



Digital Permission Form

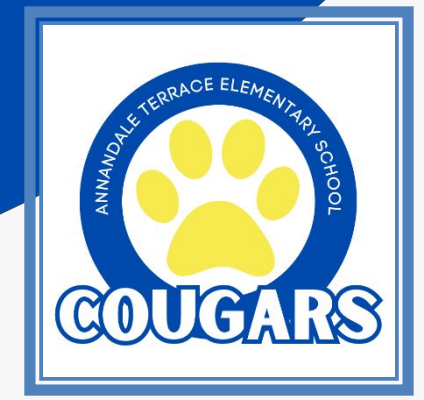


- Gives your students permission to use online tools.
- You can now give permission for specific apps, for example, if you are ok with your student using Google but not Youtube, you can now individually check this feature.
- You will need your ParentVue Account
- You can also fill out a paper form. You do not need to do both.
- Drop by the Mini-Fair for more info.
- Email asireland@fcps.edu if you have more questions.





AVID Program





AVID[®]

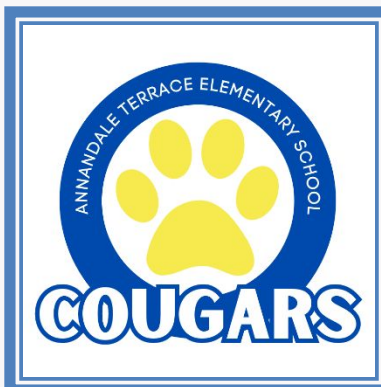
SIIP – Attendance

Teachers will promote student engagement and create a welcoming classroom environment by modeling social and emotional competencies in their interactions with students.

- Implement AVID callbacks, celebrations, energizers, and other relational capacity activities school wide or in AVID-implementing grade levels
- Implement AVID collaborative structures in AVID-implementing grade levels to increase student engagement

AVID Binders

- During the 2024-2025 school year, all students in grades 3-5 will implement and maintain an organization tool (binder) in order to establish an orderly and logical system.
- If the students are more organized, then they will be better prepared for day to day instruction, state assessments and it will improve student advocacy.





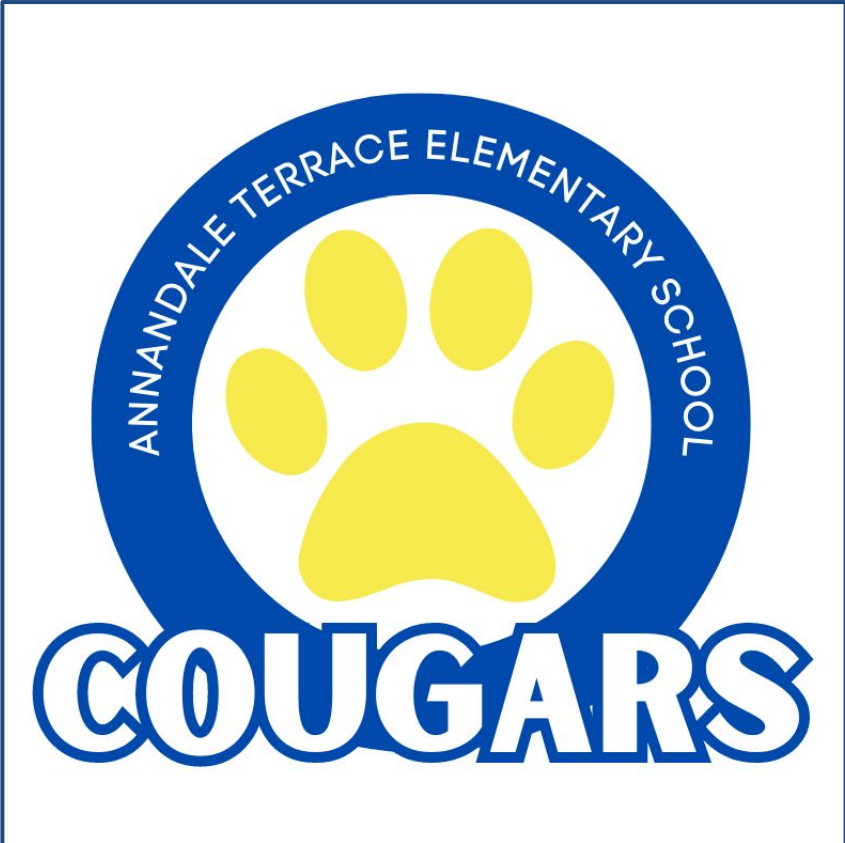
Cougar PRIDE

School Wide Behavior Expectations



PRIDE - School Wide Expectations

	Respectful	Responsible	Safe	Staff Expectations
Hallway	<ul style="list-style-type: none"> Walk to the right Keep hands and feet to self Listen to directions Students yield to adults and older students yield to younger students 	<ul style="list-style-type: none"> Take the shortest route to your destination Speak in a whisper voice Wait patiently and quietly 	<ul style="list-style-type: none"> Use walking feet Keep eyes forward Stay with your line or buddy Stop at stop signs 	<ul style="list-style-type: none"> Position yourself strategically to monitor your line Teach hallway manners (e.g., walking quietly, stopping at designated stopping points, stopping for an adult) Model a whisper voice
Cafeteria	<ul style="list-style-type: none"> Speak and act kindly Keep hands and feet to self Speak in an appropriate voice when talking to your neighbors 	<ul style="list-style-type: none"> When you hear the chime: raise hand(s), voice off, and look at speaker Take what you need (napkins, straws) before sitting Clean up your area 	<ul style="list-style-type: none"> Stay seated with bottom to bottom and back to back in chair Raise your hand if you need help Follow directions 	<ul style="list-style-type: none"> Be on time for drop off and pick up Re-teach expectations if there is a problem Assign seating with a copy to hostess and designate jobs Walk class to the start of serving line Check in with cafeteria liaison before picking up your class
Bathroom	<ul style="list-style-type: none"> Keep walls and stalls clean Speak in a whisper voice Allow everyone privacy 	<ul style="list-style-type: none"> Throw paper towels in the trash can only Return to class promptly Report problems to an adult 	<ul style="list-style-type: none"> Flush and wash hands Keep water in the sink Wait for your buddy in the designated area 	<ul style="list-style-type: none"> Have students use the bathroom before lunch and specials Choose boy/girl buddies and no more than one pair at a time Keep a monitoring system
Arrival/Dismissal (Bus or Kiss & Ride)	<ul style="list-style-type: none"> Keep hands and feet to self Speak and act kindly Wait patiently 	<ul style="list-style-type: none"> Walk directly to your bus/kiss & ride Follow directions of driver and patrol Keep your belongings (electronic devices, food, drinks, toys) in your backpack 	<ul style="list-style-type: none"> Stay seated with bottom to bottom and back to back in seat or on floor Speak in a whisper voice Keep aisle and hallway clear 	<ul style="list-style-type: none"> Arrive to duty on time Stand at classroom doorway Monitor hallways and encourage visiting students to go directly to dismissal
Playground	<ul style="list-style-type: none"> Speak and act kindly Include everyone If you see someone on the buddy bench/buddy block invite them to play with you Listen to adults and peers 	<ul style="list-style-type: none"> Follow rules and expectations of games Report problems to an adult Collect all belongings and equipment and put away properly Keep hands and feet to self 	<ul style="list-style-type: none"> Use equipment properly Stay in designated area Line up at the teacher's signal 	<ul style="list-style-type: none"> Provide active supervision in your designated area and ensure students are playing appropriate recess game Have a walkie-talkie per area Make sure all students are accounted for before reentering the building Bring your backpack

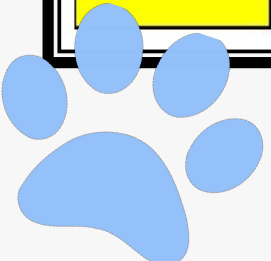




Respectful

Responsible

Safe




PRIDE Rewards

PAW Praise











Respectful ✓

Responsible ✓

Safe ✓



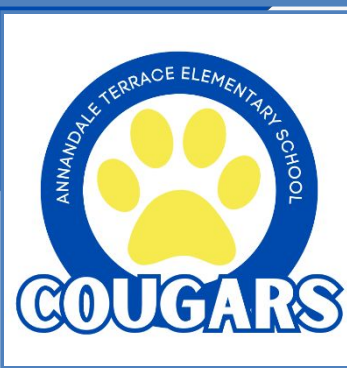
Annandale Terrace Showing Paw-sitive Pride

10	20	30	40	50
 10 Minutes Free Time Pass	 Mystery Reader	 Morning High-Fives from the Cougar	 Extra Recess 10 minutes	 Principal Paw Praise Board
 Choose a song to play at dismissal	 Be a star! You're on TV!	 Hot Chocolate or Popsicles	 Pajamas with the	 Mini Movie with Popcorn in your classroom
—	—	—	—	—



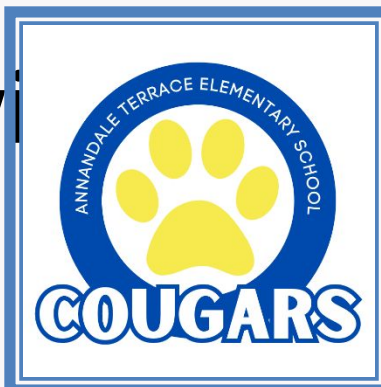


Homework Policy Updates



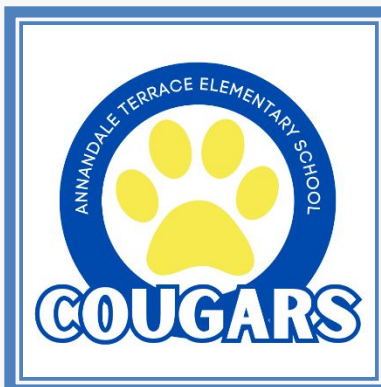
Homework Policy

- Homework will begin Wednesday, September 25, 2024
- Homework will be sent home in the Wednesday folders and due the following Tuesday.
- Data based on the completion of homework is collected and will contribute towards the student's "life, work, and citizenship skill" on report cards. Homework can receive feedback from the teacher or fellow students; however, it is not graded.
- You can use the homework for discussions in morning meetings or for students to connect with one another.



Homework Policy

- This [data collection sheet](#) can be used either digitally or as a hard copy to keep track of students completing homework assignments.
- This **shared drive** can be used as a resource for homework ideas along with the extended learning opportunities on the back of the Benchmark student consumables.
- A message for families has been drafted and will be shared via email by the HW committee.



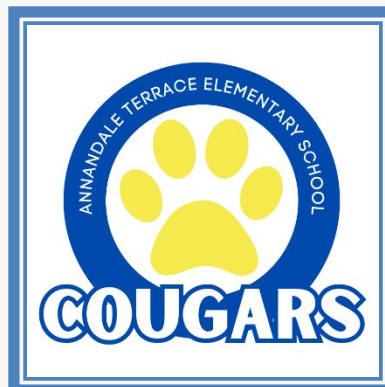
Volunteers Needed



We love for our parents to be involved! We are seeking volunteers to help with school-wide events. Events include:

- Movie Night
- Science Night
- Multicultural Night
- Math Night
- PRIDE Carnival
- Turkey Trot
- Field Trips

If you are interested in volunteering to support a school events, please contact Cindy Rogers at jrrogers@fcps.edu or 703-658-5600.

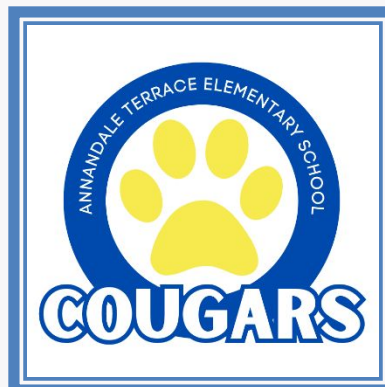


New This Year – Room Parents!



A **Room Parent** plays a vital role in supporting both the classroom and the broader school community. **The responsibilities of a Room Parent include:**

- Communicating with parents in the classroom to keep them informed and engaged.
- Encouraging other parents to volunteer in the school, join the PTA, and participate in classroom activities.
- Assisting teachers with tasks such as making copies, organizing the classroom, and preparing materials for Wednesday folders.
- Supporting school events and helping coordinate end-of-year classroom parties.
- Aiding in classroom games and centers to enhance students' learning experiences.
- Building a strong community of families within the classroom.

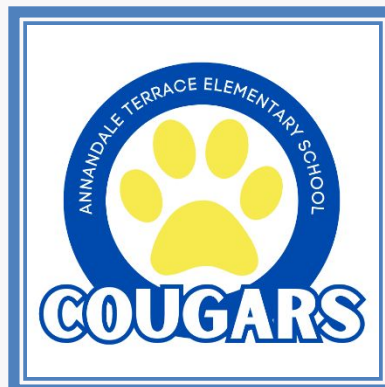


Volunteers Needed in the Classroom



In addition, if any parent would like to volunteer at any moment, volunteers will have the opportunity to:

- Read a book
- Listen to students read
- Lead a math station
- Prepare materials
- Etc....



Health Information and Emergency Care Forms



Click here to reset the student specific fields on these forms. Parent or Guardian information will not be affected by this RESET function.

Fairfax County PUBLIC SCHOOLS
EMERGENCY CARE INFORMATION
In case of an emergency, the school staff will contact 911.
Every attempt will be made to contact a parent, a guardian, or a designated emergency contact.

STUDENT INFORMATION

Last: _____ First: _____ Middle: _____ Date of Birth: _____ Gender: M F NB Grade: _____
 School Name: _____ ID No.: _____ Teacher or Counselor: _____ Bus # (AM): _____ Bus # (PM): _____
 Student has medical alert information on file. See page 2 for details. Student Cell: _____

PARENT/GUARDIAN CONTACT INFORMATION
This form is to be completed by the enrolling parent. The enrolling parent is the natural or adoptive parent or legal guardian with whom the student lives the preponderance of the school week and who enrolled the student in school.

Enrolling Parent Last: _____ First: _____ Middle: _____ Telephone: _____
 Home: _____
 Number: _____ Street: _____ Apt.#: _____ Work: _____
 City: _____ State: _____ Zip: _____ Cell: _____
 Relationship: Mother Father Legal Guardian Resides with Foster Parent Self Language: _____ E-mail: _____

Other Parent Last: _____ First: _____ Middle: _____ Telephone: _____
 Home: _____
 Number: _____ Street: _____ Apt.#: _____ Work: _____
 City: _____ State: _____ Zip: _____ Cell: _____
 Relationship: _____ Resides with Language: _____ E-mail: _____

Other Parent Last: _____ First: _____ Middle: _____ Telephone: _____
 Home: _____
 Number: _____ Street: _____ Apt.#: _____ Work: _____
 City: _____ State: _____ Zip: _____ Cell: _____
 Relationship: _____ Resides with Language: _____ E-mail: _____

Fairfax County PUBLIC SCHOOLS
HEALTH INFORMATION
Complete this form every school year to inform us about your student's existing and new health conditions that affect your student's school day.

This form is necessary to inform the Public Health Nurse (PHN) of your child's health status and to plan for health needs that may impact his/her school day. Information is only shared with required school staff as needed. Information provided on this form is protected by the Family Educational Rights and Privacy Act (FERPA) as part of the student's educational record and is securely stored in the health room. For any changes to your student's health condition during the school year or questions regarding this form, please contact the PHN through the health room at your child's school.

Section A: Demographics:

Student Name: Last _____ First _____ Middle _____ Date of Birth _____
 School Year _____ School Name _____ Grade _____ Teacher/Counselor _____ Gender: Male Female Non-Binary
 Parent/Legal Guardian Name _____ Home Phone Number _____ Cell Phone Number _____ Work Phone Number _____
 Parent/Legal Guardian Name _____ Home Phone Number _____ Cell Phone Number _____ Work Phone Number _____

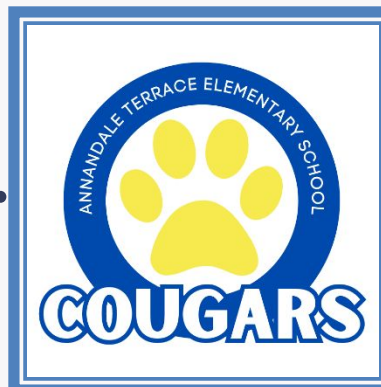
Section B: Severe or Life-Threatening Health Conditions:

Condition	Check if Yes	Comment
Severe Allergies/Anaphylaxis	<input type="checkbox"/>	<input type="checkbox"/> Foods: _____ <input type="checkbox"/> Insect Sting: _____ <input type="checkbox"/> Latex Epinephrine prescribed? <input type="checkbox"/> Yes <input type="checkbox"/> No Epinephrine injection previously given? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, date of injection: _____
Asthma	<input type="checkbox"/>	Triggers: <input type="checkbox"/> Exercise <input type="checkbox"/> Environmental <input type="checkbox"/> Upper Respiratory Infection <input type="checkbox"/> Other: Inhaler prescribed? <input type="checkbox"/> Yes <input type="checkbox"/> No Nebulizer Treatment prescribed? <input type="checkbox"/> Yes <input type="checkbox"/> No Number of Emergency Room (ER) Visits in the last calendar year: _____
Diabetes	<input type="checkbox"/>	<input type="checkbox"/> Type 1 <input type="checkbox"/> Type 2 Diagnosis Date: _____ Name of emergency medication: _____ Glucose Monitoring: <input type="checkbox"/> Glucometer <input type="checkbox"/> CGM Insulin Administration: <input type="checkbox"/> Syringe <input type="checkbox"/> Pen <input type="checkbox"/> Pump
Seizures	<input type="checkbox"/>	Type of Seizure: _____ Date of last seizure: _____ Emergency Medication Needed at school? <input type="checkbox"/> Yes <input type="checkbox"/> No VNS implanted? <input type="checkbox"/> Yes <input type="checkbox"/> No

Section C: Current Physical Health Conditions:

Condition	Check if Yes	Comment (Please provide details)
Allergies (non-life threatening)	<input type="checkbox"/>	
Blood Disorder	<input type="checkbox"/>	
Cancer	<input type="checkbox"/>	Currently Immunocompromised <input type="checkbox"/> Yes <input type="checkbox"/> No


If you have not done so, please take a copy home and fill it out.
Please return back to school as soon as possible.





ATES School - Home Compact for Learning

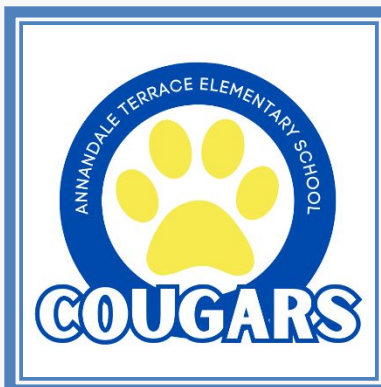




A partnership between home and school is the key to success for students.

We understand our role in this partnership and believe we can make a positive impact on student achievement.

Therefore, we agree to work together to ensure success for all students at Annandale Terrace.

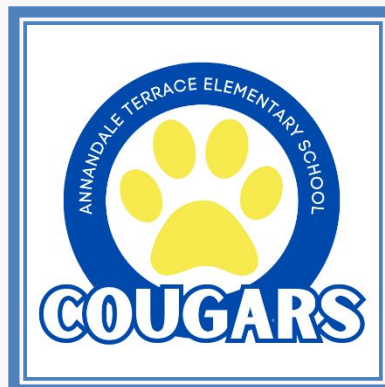


Family Responsibility



I will:

- Send my children to school every day, on time, well-rested and prepared to learn.
- Update contact information in the main office (phone number, email and home address).
- Check backpacks daily.
- Respond promptly to teachers' notes, school forms, and notices.
- Talk with my children about school every day.
- Read with my children every day.
- Practice math facts at home every day.
- Check agenda/take home folder daily (Grades K-5).
- Encourage my children to respect themselves, others, and the school.
- Attend conferences and school activities.
- Communicate with the school, using interpreters when necessary

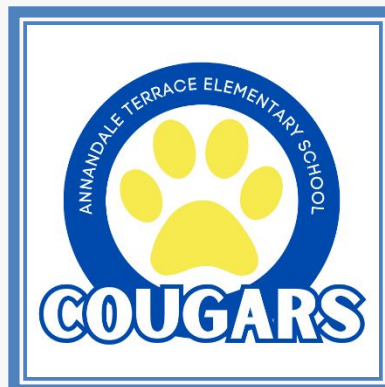


Staff Responsibility



I will:

- Promote a safe, welcoming and inclusive learning environment.
- Meet students' individual needs through differentiated instruction.
- Promote a learning environment that challenges each child to think creatively and critically.
- Model and teach respect for self and others.
- Communicate frequently with families about students' progress, using interpreters when necessary.
- Offer families ways to help students practice reading and math skills at home.
- Participate in professional development.

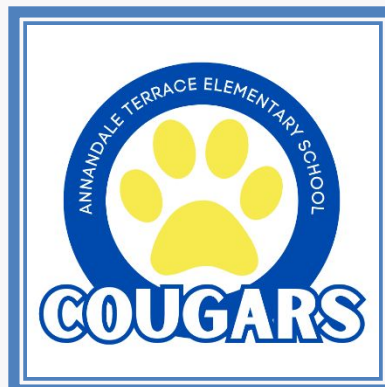


Student Responsibility



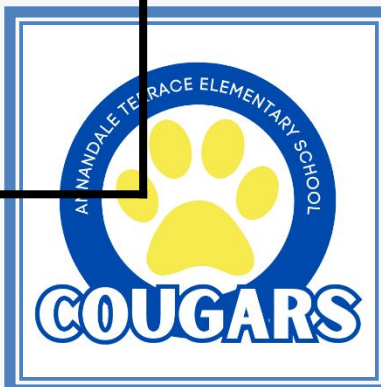
I will:

- Respect myself, others and my surroundings.
- Be honest and trustworthy.
- Follow school and classroom rules.
- Come to school every day, on time, well-rested, and prepared to learn.
- Do my best each day.
- Ask for help when needed
- Read at home every day.
- Complete assignments on time.
- Check my backpack and ask my family to check my agenda/take home folder (Grades (K-5) and any papers that need to be returned to school.



Our School Bell Schedule

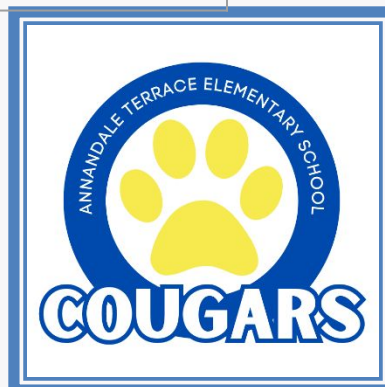
Regular Day	2-Hour Delayed Opening	2-Hour Early Release	3-Hour Early Release
8:20 AM – Doors open	10:20 AM – Doors Open	8:20 AM – Doors open	8:20 AM – Doors open
8:35 AM – Late Bell	10:35 AM – Late Bell	8:35 AM – Late Bell	8:35 AM – Late Bell
3:20 PM – Dismissal	3: 20 PM – Dismissal	1:20 PM – Dismissal	12:20 PM – Dismissal



Student and Family Wellness Team



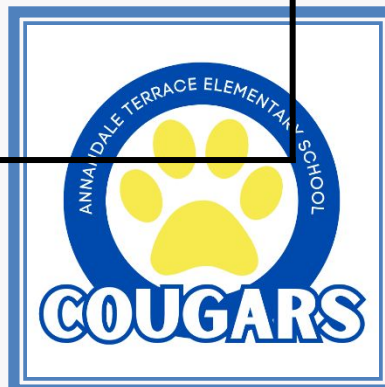
Staff Member	Role
Jennifer Boyle	School Counselor (1, 3, 5)
Christy Patchan	School Counselor (K, 2, 4)
Emma Day	Psychologist
Celia Fruchterman	Social Worker
Reggie Mitchell	Behavior Resource Support



Progress Reports/Standard Based Grading



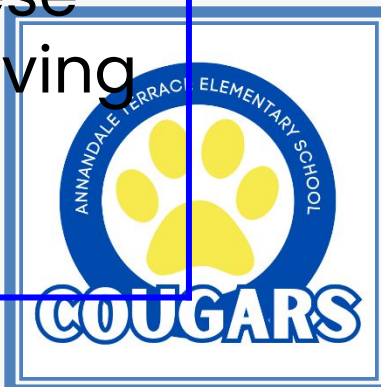
Traditional Progress Report	Standards-based Progress Report
Students receive one grade for each subject area.	Students receive multiple grades in each subject area because the subject areas have been broken into broad categories that encompass the standards students are learning.
Students receive grades represented by a letter.	Students receive grades based on a numeric level.
Students' grades are cumulative.	Students' grades are representative of the student's progress at the time the teacher marks the progress report. Teachers consider the most current assessment data in determining grades.



Progress Reports/Standard Based Grading



Traditional Progress Report	Standards-based Progress Report
Teachers can select comments from a list of prewritten choices.	Teachers will have the option to write personalized comments for students as well as select comments from a list provided.
Students receive grades on effort and work habits	Students still receive grades on effort and work habits. The work habits section (Life, Work, and Citizenship skills) includes items from the School Board goals.
Students receive grades in all core content areas and health, music, physical education, art, and band/strings.	Students continue to receive grades in all these areas. In addition, elementary students receiving instruction in World Languages also will be assessed in this area.





Progress Report



ELEMENTARY SCHOOL PROGRESS REPORT

Grading Period:

Grade

School Year

ID

School Phone

Teacher

Principal

Achievement Levels:

- 4 - Consistently demonstrates concepts and skills of standard taught this quarter
- 3 - Usually demonstrates concepts and skills of standard taught this quarter
- 2 - Sometimes demonstrates concepts and skills of standard taught this quarter
- 1 - Seldom demonstrates concepts and skills of standard taught this quarter
- na - Introduced but not assessed
- n - Not taught

Life, Work, and Citizenship Skills and Effort Levels:

- 4 - Consistently demonstrates
- 3 - Usually demonstrates
- 2 - Sometimes demonstrates
- 1 - Seldom demonstrates
- n - Not assessed

Attendance Reporting Period

Days Absent

Days Tardy

Life, Work, and Citizenship Skills

- Takes responsibility for actions
- Demonstrates active listening skills
- Works effectively within a group
- Resolves conflict effectively
- Identifies, pursues, and reflects on goals
- Follows directions
- Exhibits organizational skills
- Completes assignments on time
- Uses time constructively
- Is a respectful and contributing participant in school
- Demonstrates self control
- Follows established routines

Language Arts

Your child was assessed on the reading standards using:

- Listens and speaks for specific purposes
- Locates and uses information from a variety of sources
- Reads with accuracy and fluency
- Reads with understanding
- Writes with purpose, clarity, and expression
- Edits for usage and mechanics in own writing

Reading Effort

Writing Effort

Q1 Q2 Q3 Q4 F

History and Social Science

- Explains how the people and events of the past have influenced the present
- Reads maps and understands the impact of geography on culture
- Recognizes the structure of government and the relationship among rules, laws, and becoming a good citizen
- Understands economic concepts and the impact of economics on culture

History and Social Science Effort

Q1 Q2 Q3 Q4 F

Mathematics

- Your child has been instructed using above grade-level content in mathematics. (y = yes, n = not applicable)
- Represents numbers accurately and demonstrates an understanding of number relationships
- Computes numbers with fluency and makes reasonable estimates
- Measures with accuracy and makes reasonable estimates of measurements
- Analyzes characteristics and properties of geometric figures and demonstrates an understanding of spatial relationships
- Uses data to describe, interpret, and predict events
- Represents situations and mathematical relationships using algebraic symbols

Mathematics Effort

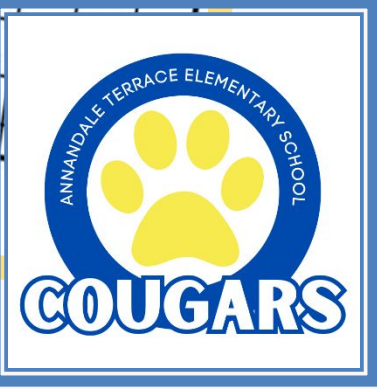
Q1 Q2 Q3 Q4 F

Science

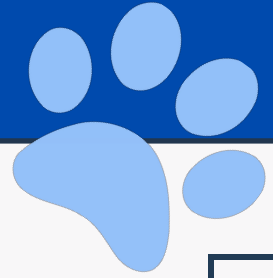
- Investigates and demonstrates understanding of the natural world in a systematic way like a scientist and applies these skills and knowledge to solve problems
- Demonstrates understanding of the concepts of physical science including matter, force, motion, and energy
- Demonstrates understanding of the concepts of life science including life processes and living systems
- Demonstrates understanding of Earth's patterns, cycles, changes, and Earth/Space systems

Science Effort

Q1 Q2 Q3 Q4 F



2024-2025 Division Assessments at a Glance



Test Name	Testing Window <i>*This is subject to change based on FCPS and VDOE schedules</i>



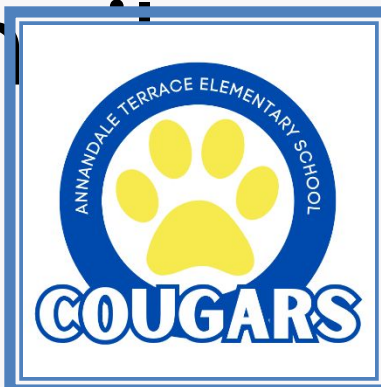
Attendance

Daily attendance is important!

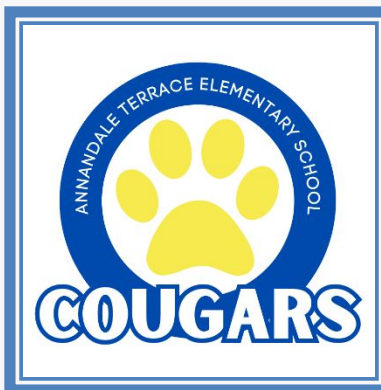
Unless a child is ill, they are expected to be in school.

Our school accreditation can be impacted if more than 25% of our student population is chronically absent (18 days or more of the school year).

Please call the office by 9:00 a.m. at (703) 658-5656 or use our attendance line email address, ATESattendance@fcps.edu, anytime your child is absent.



Resource Fair



QUESTIONS



Together, we are amazing!

