

# Prince William County Public Schools

## Loch Lomond Elementary

### 2025-2026 School Continuous Improvement Plan



# Mission Statement

At Loch Lomond Elementary, we will motivate, respect and believe in every learner who enters our school. We will encourage and inspire lifelong learning. We will effectively communicate with our students, parents and colleagues. We will provide constructive feedback using various forms of data collection in order to facilitate optimal learning for every student.

# Vision

Loch Lomond is a diverse community of lifetime learners who are committed to working together in order to ensure excellence.

# Value Statement

To ensure all students reach their full potential according to their individual needs!

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# Comprehensive Needs Assessment

## Learning and Achievement for All

### Learning and Achievement for All Current State

#### Overall SOL Trend Data (Number of Students)

	Overall	3rd	4th	5th	Non EL	ELL	SWD
<b>SY22-23</b>	56.75%	51.06%	61.84%	58.54%	80.58%	40.27%	27.78%
					(83/103)	(60/149)	(15/54)
<b>SY23-24</b>	61.80%	60.56%	67.07%	57.50%	87.34%	48.70%	40.00%
					(69/79)	(75/154)	(20/50)
<b>SY24-25</b>	56.0%	60.0%	50.0%	57.1%	85.2%	38.70%	30.00%
					(69/81)	(53/137)	(12/40)
	Overall	3rd	4th	5th	Non EL	ELL	SWD
<b>SY22-23</b>	6.75%	5.32%	10.53%	4.88%	13.59%	2.01%	3.70%
<b>SY23-24</b>	6.01%	5.63%	8.54%	3.75%	13.92%	1.95%	2.00%
<b>SY24-25</b>	4.5%	6.3%	3.8%	3.2%	11.1%	0.0%	2.5%

**Reading:** Current unadjusted data on 3-5 grade SOLs show an average pass rate of 56% for the school. This is 29 points below the PWCS Strategic Goal target of 85% and 5 points below the 23-24 school year. Furthermore, in 2023-24, 49% of EL students passed the SOL compared to 39% this school year. 5% of students received a Pass Advance score in the 24-25- school year and there were no pass advanced scores for our EL students. SWD scores dropped by 10% this year.

In looking at students who are reading on grade level, there is a significant rise in the number or 3rd-5th graders who are reading on grade level based on HMH: 3rd grade-35%-55%; 4th grade-28%-49%, 5th grade-11%-29%.

#### PALS % Pass Rate 2022-23

2022-23	KG	1st	2nd
Fall	63%	79%	52%
Spring	94%	77%	63%

#### PALS % Pass Rate 2023-24

2023-24	KG	1st	2nd
Fall	51%	79%	67%
Spring	81%	85%	76%

**VALLSS % Low Risk Band 2024-25**

2024-25	KG	1st	2nd
Fall	3%	23%	31%
Winter	42%	58	60%
Spring	47%	65%	33%*

In looking at VALLSS data, our KG increased from 3% in the Low Risk band in the Fall to 47% in the Spring. 1st grade increased from 23% in Low Risk band to 65%. 2nd grade data shows a decrease of students identified in the Low Risk band due to a difference in the students assessed. All 2nd grade students were assessed in the Fall, but only students receiving VALLSS support were assessed in the Spring. While students showed strong progress in VALLSS data, there are still high percentages of students who continue to need decoding and phonics interventions in the lower grades. This support was given during Core time for students who were at high risk and select students who were in the moderate risk category. UFLI was new this year and teacher instruction with this improved throughout the year as they learned the various elements of it and fine tuned their practice with the support of the Reading Team and the ELA department. Continued support in phonics instruction will be critical for overall growth in reading as students move to the upper grades. VALLSS tutors and Reading Specialists used the Really Great Reading program, an approved intervention for their groups.

**HMH On or Above Grade Level 2024-2025 (2023-2024)**

% of Students Reading On or Above Level	BOY	MOY	EOY
2nd Grade	15.6% (17.9%)	38.2% (32.4%)	55.3% (55.3%)
3rd Grade	21.3% (25.4%)	48.1% (39.4%)	55.1% (51.5%)
4th Grade	20.6% (23.7%)	31.1% (34.2%)	49.3% (34.6%)
5th Grade	19.8% (20.8%)	28.0% (37.2%)	29.3% (31.6%)

All grade levels showed significant increase from the BOY to EOY on HMH with 2nd grade being the most significant with a 39.7% increase. The overall grade average (2-5) is 4 points higher than the overall average last year (43.25). Implementation of HMH was stronger this year as we went through modules systematically and with Reading specialists leading the CLTs. The use of slides from HMH were useful but will continue to need to be modified to address the rigor of the standards and to keep the focus on the objective that is the focus for the lesson. While there was growth in HMH scores, overall the percentage below grade level remains at below 50%. 3rd and 4th grade SOL scores aligned with the students on and above level while 5th grade students aligned with on/above/approaching.

**ESOL WIDA Score Growth-** As measured by PWCS growth measures, 59.6% of EL students made adequate progress. This is a 7 point increase from last year.

	2023-2024	2024-2025
Overall	52.2% (121/232)	59.6% (133/223)
Level 1 Entering	42.9% (21/49)	53.3% (24/45)
Level 2 Beginning	52.7% (29/55)	49.1% (27/55)
Level 3 Developing	53.8% (57/106)	66.1% (72/109)
Level 4 Expanding	63.6% (14/22)	71.4% (10/14)

Math	Overall	3rd	4th	5th	Non EL	ELL	SWD
<b>SY22-23</b>	81.01%	79.17%	80.77%	83.33%	95.15% (98/103)	71.61% (111/155)	53.70% (29/54)
<b>SY23-24</b>	76.37%	70.00%	80.95%	77.11%	93.67% (74/79)	67.72% (107/158)	54.00% (27/50)
<b>SY24-25</b>	73.6%	71.8%	66.2%	82.1%	91.4% (74/81)	63.7% (93/146)	42.5% (17/40)
Math Pass Advanced	Overall	3rd	4th	5th	Non EL	ELL	SWD
<b>SY22-23</b>	<b>12.40%</b>	<b>10.42%</b>	<b>21.79%</b>	<b>5.95%</b>	<b>19.42%</b>	<b>7.74%</b>	<b>3.70%</b>
<b>SY23-24</b>	<b>8.86%</b>	<b>2.86%</b>	<b>10.71%</b>	<b>12.05%</b>	<b>22.78%</b>	<b>1.90%</b>	<b>2.00%</b>
<b>SY24-25</b>	<b>8.80%</b>	<b>10.30%</b>	<b>5.60%</b>	<b>10.30%</b>	<b>19.8%</b>	<b>2.70%</b>	<b>5.00%</b>

**Math:** Current unadjusted data on 3-5 grade SOLs show an average pass rate of 74% for the school. This is 11 points below the PWCS Strategic Goal of 85% and 2 points lower than 23-24 school year. Pass rates on the SOL for students with disabilities were at 42% (this is a 12 point decrease from 23-24 school year) and ESOL was at 64%. Pass Advanced rates are at 9% for this school year which is the same as last year. 3rd grade showed a 7% increase in Pass Advance scores. There were slight increases for Pass Advance among the ELL and SWD.

**Mastery Connect Unit Assessment Data 2024-2025**

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Overall
<b>3rd Grade</b>	NA	63	73	91	69	84	66	64	40	NA	69

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Overall
<b>4th Grade</b>	NA	62	67	80	75	79	63	79	NA	NA	72
<b>5th Grade</b>	NA	71	69	85	85	50	76	NA	NA	NA	73

Overall, when looking at the current 24-25 math goals, all grade levels exceeded the 70% pass rate target for End of Unit Assessments. SOL Pass rates exceeded the Mastery Connect Unit assessment data.

Currently, grade level teams are using county provided resources, such as Number Sense Routines, spiral reviews, and peer-reviewed lessons during instruction. Grade levels also meet weekly in CLT to discuss appropriate strategies, including use of appropriate materials, and understand the standards being taught in the unit. All meetings are led by math specialists who share strategies and continued to deepen understanding of new standards. Teams plan for differentiated small group instruction based on student needs.

**Science:** Current unadjusted data on the 5th grade Science SOL shows an average pass rate of 53%. This is consistent with 23-24 school year. The pass advance rate is 8%, this is the same as the previous year.

Overall, when looking at the current 24-25 science goal of 70% pass rate on End of Unit assessments, 5<sup>th</sup> grade was at 65%. This is a increase from the 23-24 end of units assessment scores of 60%. 4<sup>th</sup> grade demonstrated a 34% pass rate on 24-25 end of unit assessments compared to a 39% pass rate the previous year.

The current SOL pass rate is 53%, with an 8% pass advance rate on the Science SOL. Subgroup data showed improvements with ELL pass rates increasing from 31% to 32% and a decrease in SPED from 40% to 13%. The pass advance rate increased from 8% to 6.5%.

Currently, 4<sup>th</sup> and 5<sup>th</sup> grade level teams are using county provided resources and participating in collaboration days to plan 5E lessons for the unit of study. All grade levels implement hands-on experiences during units of study. This year we implemented an afterschool science club.

Science	Overall	Non EL	ELL	SWD
<b>SY22-23</b>	58.33%	87.23%	21.62%	6.67%
		(41/47)	(8/37)	(1/15)
<b>SY23-24</b>	53.01%	82.86%	31.25%	40.00%
		(29/35)	(15/48)	(8/20)
<b>SY24-25</b>	53.20%	75.7%	32.50%	13.30%
		(28/37)	(13/40)	(2/15)
Pass Advanced	<b>Overall</b>	<b>Non EL</b>	<b>ELL</b>	<b>SWD</b>
<b>SY22-23</b>	1.19%	2.13%	0.00%	0.00%
<b>SY23-24</b>	8.43%	20.00%	0.00%	0.00%
<b>SY24-25</b>	6.50%	13.50%	0.00%	6.7%

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Overall
<b>4th Grade</b>	19	50	36	37	39	20	NA	NA	34
<b>5th Grade</b>	67	41	68	66	80	65	67	NA	65

**Science:** Current unadjusted data on the 5th grade Science SOL shows an average pass rate of 53%. This is consistent with 23-24 school year. The pass advance rate is 7% which is one point lower than last year. Subgroup data showed improvements with ELL pass rates increasing from 31% to 32% and a decrease in SPED from 40% to 13%.

Overall, when looking at the current 24-25 science goal of 70% pass rate on End of Unit assessments, 5<sup>th</sup> grade was at 65%. This is a increase from the 23-24 end of units assessment scores of 60%. 4<sup>th</sup> grade demonstrated a 34% pass rate on 24-25 end of unit assessments compared to a 39% pass rate the previous year.

Currently, 4<sup>th</sup> and 5<sup>th</sup> grade level teams are using county provided resources and participating in collaboration days to plan 5E lessons for the unit of study. All grade levels implement hands-on experiences during units of study. This year we implemented an afterschool science club with targeted students.

Currently, our Title I Reading and Math teacher has a variety of responsibilities related to supporting teachers and students:

- Coteaching with new teachers and identified teachers to support the planning and delivering of core instruction
- Serves as facilitators during collaborative team meetings
- Pushes into classrooms to teach small groups of students identified for tier 2 supports
- Pulls out identified students to provide tier 2 or 3 supports based on their significant gaps in academic achievement and best learning environment

When co-teaching to support the core literacy instruction, the adopted curriculum, HMH, is used to teach the VA SOLS. Using a gradual release of responsibility framework, students get direct instruction followed by guided, collaborative and independent practice. Supplemental curriculum for phonics instruction includes Really Great Reading. Additionally, students use computer based instructional programs such as Lexia, Zearn and IXL. Science based research-based Strategies and/or programs used to support students identified for tier 2 during the core extension block, VALLSS tutoring or extended day program are:

- READING: SPIRE, UFLI, HMH, Lexia, Small Group Reading, Sounds Partners, Really Great Reading

Assessments used to measure proficiency and progress towards meeting grade level goals are VALLSS in grades K-2, HMH in grades 2-5 Mastery Connect unit tests, and VGA in Grades 3-5.

When co-teaching to support the core mathematics instruction, the adopted curriculum is Origo Math. Supplemental curriculum for mathematics instruction includes Bridges, Developing Number Concepts, Moving with Math, Number Talks. Additionally, students use computer based instructional programs such as Elevation Math//IXL for independent practice adapted to their need. Science based research-based Strategies and/or programs used to support students identified for tier 2 during core extension and during the after school program are:

- MATH: Bridges Math, Bedtime Math, Number Talks, Rich Tasks

Assessments used to measure proficiency and progress towards meeting goals in mathematics are VKRP, VGA, and Mastery Connect unit tests.

## **Learning and Achievement for All Desired Future State**

### **Reading:**

When considering the target measures of the PWCS Strategic Plan and examining our Current State we are currently farthest away from meeting the identified Reading target on SOLs (Overall target 85%-LLES 56%). Additionally, 47% of students are reading on or above grade level (as measured by HMH 2nd grade) and the target is 80% on grade level by grade 3. We will use HMH data and VALLSS assessment data to plan our potential targets over the next four years. Our root cause analysis indicated a need to align our instruction to

the rigor of the standard and focus on decoding and comprehension.

By June 2025, 70% of students in grades 3-5 will demonstrate proficiency on the Reading SOL (with ELLs at 48% and SWD at 40%)

BOY & MOY: Data will not be available until EOY.

By June 2025, 75% of all students in grades 2-5 will be reading On/Above Grade Level using HMH Growth Measure.

BOY: 65%; MOY: 70%

By June 2025, 85% of K-2 students will fall into the "low-risk" band as measured by VALLS.

BOY: 75%; MOY: 80%

### **Math:**

When considering the target measures of the PWCS Strategic Plan and examining our current state, we will focus on the following impact goals. Based on our root cause analysis we will need to align instruction with the rigor of standard through the use of HQIM, CRA model and Rich Tasks.

By June 2025, 75% of students in grades 3-5 will demonstrate proficiency on the Math SOL.

BOY & MOY: Data will not be available until EOY.

By June 2025, 75% of students in grades 3-5 will demonstrate proficiency on end of unit math assessments.

BOY: 65%; MOY: 70%

### **Science:**

When considering the target measures of the PWCS Strategic Plan and examining our current state, we will focus on the following impact goals. Based on our root cause analysis all teachers K-5 need to utilize the 5E model to plan instruction aligned to the rigor of the standard.

By June 2025, 70% of students in grades 3-5 will demonstrate proficiency on the Science SOL.

BOY & MOY: Data will not be available until EOY.

By June 2025, 70% of students in grades K-5 will demonstrate proficiency on end of unit science assessments.

BOY: 60%; MOY: 65%

We will need to focus on our EL subgroups as well as SWD. Data trends show a decrease in these subgroups with Non EL students scoring higher on the assessments. It will be critical to bridge this for all our learners.

## **Strategic Priorities Identifying Learning and Achievement for All Needs**

**Strategic Priority 1 (Prioritized):** Increase student achievement in reading for all students in K-5, including EL and SWD.

**Root Cause:** Students need to be taught to the rigor of the standard; Students continue to need support in decoding to help build their fluency and stamina which will impact comprehension. Continue to build teacher knowledge on UFLI and HMH; inconsistent implementation of foundational skills in upper grades

**Strategic Priority 2 (Prioritized):** Increase student achievement in math for all students including EL and SWD.

**Root Cause:** Students need consistent opportunities to use oral language and writing to explain and justify their thinking. There is an inconsistent use of rich tasks and CRA strategies across grade levels.

**Strategic Priority 3 (Prioritized):** In K-5 grade, students will increase Science proficiency including EL and SWD.

**Root Cause:** Inconsistent use of the scientific process, hand on science experiences, and 5E model from K-5. Inconsistent use of academic vocabulary in Science.

# Positive Climate and Culture

## Positive Climate and Culture Current State

### Chronic Absenteeism:

Chronic Absenteeism: 5% decrease in students who are chronically absent.														
	Overall	K	1st	2nd	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
<b>SY22-23</b>	20.86%	36.89%	26.17%	17.20%	21.36%	7.06%	12.36%	29.41%	0.00%	20.95%	13.64%	22.80%	20.61%	23.33%
<b>SY23-24</b>	13.95%	24.69%	19.77%	12.94%	10.00%	6.74%	10.23%	0.00%	0.00%	14.54%	10.00%	14.71%	13.78%	8.86%
<b>SY24-25</b>	14.00%	14.50%	22.10%	16.30%	13.80%	9.30%	9.30%	33.33%	0.00%	14.40%	7.41%	14.79%	13.64%	13.00%

There has not been a significant decrease in attendance data this year. We are currently at a 14% chronic absenteeism rate this year. Kindergarten showed a 10% drop in their chronic absenteeism rate from the previous year. All other grades showed an increase from last year. We continued to hold meetings/conferences with parents as they hit 10 absences and shared information on the student performance and impact. Attendance regulations were shared with parents during this meeting as well as retention information. Leave for trips were counted as unexcused and this was explained to parents however parents took the leave. Newsletters consistently included information about the importance of good attendance and the effects on students. There were many incentives for classrooms with strong attendance over a period of 4-6 weeks: Turkey Trots, snowball fights and basketball with staff were some of the incentives. Students with chronic absenteeism in 23-24 had daily check ins with counselors and some students were assigned mentors from the upper grades. Attendance awards were also given quarterly for 3 or less absences. Students who had less than 5 absences for the whole year were invited to participate in a Game Truck at the end of the year.

### Exclusionary Discipline:

Exclusionary Discipline: 10% decrease in students receiving exclusionary discipline for all student groups.														
	Overall	K	1st	2nd	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
<b>SY22-23</b>	0.32%	0.00%	0.00%	0.00%	0.00%	1.18%	1.12%	0.00%	0.00%	0.00%	2.04%	0.47%	0.00%	2.13%
<b>SY23-24</b>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>SY24-25</b>	0.19%	0.00%	0.00%	0.00%	1.16%	0.00%	0.00%	0.00%	0.00%	0.22%	0.00%	0.00%	0.28%	1.23%

Our exclusionary data does not show significant changes. We have used after school detention, lunch in the office or loss of privileges along with conferencing with parents for behavior concerns with students.

### Students Satisfaction:

Student Satisfaction School Data						
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean	% Engaged	% Not Engaged	% Actively Disengaged
Student Engagement	SY24-25	3.93	3.66	45%	36%	18%
Student Hope		4.03	4.11	% Hopeful	% Stuck	% Discouraged
Student Belonging		3.64	3.52	34%	28%	38%
Student Social & Emotional Learning		3.5	3.57			

This year, students were surveyed quarterly in 4th and 5th grade based on student belonging as this was the area of concern from 23-24. Data for this remained consistent throughout the year ranging from 75%-80%. This year, we implemented the house system and had monthly activities for all grade levels to build a sense of community and help students make connections across grade levels and with different staff members. There were quarterly house winners and each house was responsible for having a day celebrating the attributes of the house. As a school, students collected pop tops to make donations to the Ronald McDonald House to encourage giving back to the community. The House of Givers (Altruismo) collected over \$900 in change to donate to St. Jude's and the winning class picked the charity to donate to. Protos (success) buddied with grade levels and made posters and success bags for the testing windows.

The Gallup data for student belonging (3.64) is higher than the county mean and will serve as a baseline for us for next year's data.

### Positive Climate and Culture Desired Future State

#### Chronic Absenteeism:

We will continue our efforts to decrease our Chronic Absenteeism rate during SY25-26 by monitoring the following impact goal:

- By June 2026, we will decrease our Chronic Absenteeism rate to 10% or lower.
- BOY: 15% or lower
- MOY: 10% or lower

#### Student Sense of Belonging:

We will continue our efforts to increase our students' sense of belonging during SY25-26 by implementing a House system and incorporating community building meetings and activities. We will monitoring our efforts with the the following impact goal:

- The Gallup survey mean will be a 4.0 for a sense of belonging.
- We will utilize a school-based survey to monitor students' satisfaction throughout the year.

### Strategic Priorities Identifying Positive Climate and Culture Needs

**Strategic Priority 1 (Prioritized):** Decrease chronic absenteeism rate to 10% or lower.

**Root Cause:** Lack of systematic communication of legal requirements and impact on student academic progress due to attendance for parents.

# Family and Community Engagement

## Family and Community Engagement Current State

**Parents Supporting Students' Learning:** This year we implemented a VALLSS Parent Class for grade K-1, Math parent class for 2nd grade, Carnival Night and SOL Night for 3-5. The focus was on phonics skills and math fluency. Parents also participated in an SOL Night which showed them how to support their children at home to prepare and had sample released items for parents to see the rigor of the tests. In addition, parents were invited to Kindergarten and Back to school nights where they were given strategies to work with students and staff was available to help them. Title 1 also hosted a Summer Thrive where students worked with parents on the activities they could do over the summer and were given additional materials.

**Business Partnership:** We currently work with Grace Covenant, McLean Bible, Dominion Energy, and the Virginia Assistance League. Backpacks and supplies were provided in the beginning of the year. Throughout the year, students receive weekend snack bags and we have a stocked pantry for parents to access as needed. McLean Bible Church offered English Classes to our parents and provided transportation for parents to and from the class. In addition, Heritage Hunt provides winter coats, gloves and scarves. A local sorority also provided books for every child in the school this year.

**Parent Liaison:** Our parent liaison works with families on a variety of concerns. She participates in all Special Ed meetings as an interpreter. She has provided conversational English classes for parents and worked to build our volunteer support. Along with parent support, the school has been able to support events like a Bingo Night, Movie Night, Toys for Tots (gifts for all students) and continued business support. She also works to provide supports through Social Services as needed and bridge the communication gap for staff.

**Advisory Council:** The Advisory Council and PTO work as a joint unit. We currently have about 8 consistent members who meet monthly. Information about the school programs, budget etc. are shared with parents. EOY Rubric score was a 16. We are currently in the mechanical stage of this and need to build parent input in decision making.

**Communication with Families:** Based on the Division-wide Parent Satisfaction Survey

Family & Community Satisfaction School Data			
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean
Family Engagement	SY24-25	4.71	4.03
School Environment		4.65	4.00
Academic Standards		4.52	3.83
Personalized Learning		4.68	3.97
Communication and Involvement		4.61	3.94
Leadership		4.69	4.07

Based on Gallup data, we are above the division's overall results.

### **Family and Community Engagement Desired Future State**

To continue to engage families in the education process, we will offer parents the opportunity to support their student learning at home. While our score on Academic Standards on the Gallup Poll was a 4.52 which was higher than the county, it is the lowest in our data. By June 2026, we will have a 4.7 grand mean score in the area of Academic Standard on the Family and Community Engagement Gallup Survey Parents will be taught what the standards and expectations are in Reading and Math and how they can support their student at home in quick, targeted ways. The focus for this will be with families of students (K-5) who have not met the benchmark in reading or math and multiple sessions will be offered so that staff can follow up on strategies which are working for parents and offer new ones as needed. We started this in 2024-25 school year for our K-2 students and received positive feedback from the families. This year, select families will be offered follow up sessions based on BOY and MOY data and we continue to support student growth.

### **Strategic Priorities Identifying Family and Community Engagement Needs**

**Strategic Priority 1 (Prioritized):** Increase parents' knowledge and satisfaction in the area of Academic Standard on the Gallup Survey.

**Root Cause:** Parents need support and materials on how to help their students at home in ways that are accessible and understandable to them

# Strategic Priorities

**Strategic Priority 1:** Increase student achievement in reading for all students in K-5, including EL and SWD.

**Root Cause 1:** Students need to be taught to the rigor of the standard; Students continue to need support in decoding to help build their fluency and stamina which will impact comprehension. Continue to build teacher knowledge on UFLI and HMH; inconsistent implementation of foundational skills in upper grades

**Strategic Priority 1 Areas:** Learning and Achievement for All

**Strategic Priority 2:** Increase student achievement in math for all students including EL and SWD.

**Root Cause 2:** Students need consistent opportunities to use oral language and writing to explain and justify their thinking. There is an inconsistent use of rich tasks and CRA strategies across grade levels.

**Strategic Priority 2 Areas:** Learning and Achievement for All

**Strategic Priority 3:** In K-5 grade, students will increase Science proficiency including EL and SWD.

**Root Cause 3:** Inconsistent use of the scientific process, hands on science experiences, and 5E model from K-5. Inconsistent use of academic vocabulary in Science.

**Strategic Priority 3 Areas:** Learning and Achievement for All

**Strategic Priority 4:** Decrease chronic absenteeism rate to 10% or lower.

**Root Cause 4:** Lack of systematic communication of legal requirements and impact on student academic progress due to attendance for parents.

**Strategic Priority 4 Areas:** Positive Climate and Culture

**Strategic Priority 5:** Increase parents' knowledge and satisfaction in the area of Academic Standard on the Gallup Survey.

**Root Cause 5:** Parents need support and materials on how to help their students at home in ways that are accessible and understandable to them

**Strategic Priority 5 Areas:** Family and Community Engagement

# Commitments

## Commitment 1: Learning and Achievement for All

### Division Objective:

1.1 PWCS will provide equitable opportunities for all students to achieve at high levels., 1.3 PWCS will prepare all staff members to support and challenge all students.

### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we systematically teach reading and writing skills by providing explicit instruction in decoding and comprehension	then teachers will consistently plan rigorous learning experiences in CLTS that include differentiation for all learners (EL, SWD, Gifted) that engage students in activities that will increase reading words accurately and build students' word and world knowledge (EB 1, 3A )	which will lead to 75% of students in grades 2-5 achieving On/Above Grade Level using HMH Growth Measure; 85% of students in K-2 will be in the low risk band on VALLSS; and 70% of students will demonstrate proficiency on the Reading SOL (with ELLs at 48% and SWD at 40%).

### Strategic Priorities: Learning and Achievement for All 1

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026, 70% of students in grades 3-5 will demonstrate proficiency on the Reading SOL; with ELLs at 48% and SWD at 40%.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026, 75% of all students in grades 2-5 will be reading On/Above Grade Level using HMH Growth Measure. (BOY: 65%; EOY: 70%)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026, 85% of K-2 students will fall into the "low-risk" band as measured by VALLS. (BOY: 75%; MOY: 80%)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of K-5 teachers will include HQIM and foundational and comprehension skills and tasks into their lessons, aligned to the rigor of the standards, which will be monitored through observations/walkthroughs.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During ELA CLTs, teachers will utilize UFLI, HMH phonics (?) and VLA instructional practices to plan for grade level decoding tasks that are aligned to the rigor of the standards using the CLT documents.

**Target Start Date:** August 25, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** CLT planning documents, walkthrough forms

**Staff Responsible for Monitoring:** Reading specialist, Admin, Teachers

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** ELA, Title I

**Progress Monitoring Frequency and Tools:** weekly encoding UFLI/HMH quick checks, walkthrough tool

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Walkthroughs and observations will show alignment to lesson plans focused on decoding and comprehension strategies and teachers will receive ongoing feedback.

**Target Start Date:** August 25, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** walkthrough forms/PPP process

**Staff Responsible for Monitoring:** admin, reading specialists

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** ELA department

**Progress Monitoring Frequency and Tools:** walkthrough forms data

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** All K-5 teachers will participate in county led training on Foundational Skills (UFLI/HMH).

**Target Start Date:** August 11, 2025

**Target End Date:** January 5, 2026

**Deliverables/Evidence:** PD certificate

**Staff Responsible for Monitoring:** Reading specialists

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** ELA dept.

**Progress Monitoring Frequency and Tools:** PD catalog

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 4:** CLT planning documents will reflect student look fors, rigor of expectations for all learners including EL and SWD, extension for learners, and staff understanding through resources and modeling in CLTs.

**Target Start Date:** August 25, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** CLT Planning document

**Staff Responsible for Monitoring:** Reading specialists, teachers, admin

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** ELA, Title 1

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 5:** K-5 classroom and EL teachers will co-plan and co-teach grade level tasks that are aligned to the rigor of the standards where students demonstrate their knowledge of literacy skills through reading, writing, speaking and/or listening tasks.

**Target Start Date:** August 25, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** CLT planning document, walkthrough form

**Staff Responsible for Monitoring:** Reading specialist, admin, teachers

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** ELA, Title 1

**Title I:**

4

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of foundational skills and reading comprehension observations will have students applying decoding and/or comprehension skills on reading, writing and speaking tasks.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** K-5 classroom and EL teachers will co-plan and co-teach grade level tasks that are aligned to the rigor of the standards where students demonstrate their knowledge of literacy skills through reading, writing, speaking and/or listening tasks.

**Target Start Date:** August 18, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** CLT planning document, walkthrough form  
**Staff Responsible for Monitoring:** Reading specialist, admin, teachers  
**Alignment to Strategic Plan Objective(s):** 1.1, 1.3  
**Office/Dept Collaborators:** ELA, Title 1

**Title I:**  
4

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will utilize student data to identify and monitor all students' progress; students who need All In Tutoring and Extended Day Opportunities will be identified in CLT student talks.

**Target Start Date:** August 18, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** Data charts, schedule for student talks

**Staff Responsible for Monitoring:** Reading specialists, teachers, admin

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** ELA, Title 1

**Progress Monitoring Frequency and Tools:** data charts, All In tutoring attendance

**Title I:**  
4

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** K-5 teachers, ESOL teachers and specialists will support students in developing and monitoring individual goals to monitor reading growth and reflect on what they need for future growth following formative/summative assessments.

**Target Start Date:** August 18, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** Goal monitoring data charts for K-2 and for 3-5

**Staff Responsible for Monitoring:** ESOL, Teachers, Admin, Specialist

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** ELA, Title I

**Title I:**

4

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of students in K-5 will engage in differentiated instruction to learn and practice decoding and comprehension skills and be placed in flexible groups during Core Extension daily.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Teachers will use formative and summative data to create flexible groupings for Core and ELA as needed for all learners, including EL, SWD, and students who need extension.

**Target Start Date:** August 25, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** CLT student talk meetings

**Staff Responsible for Monitoring:** admin, classroom teachers

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Progress Monitoring Frequency and Tools:** UFLI weekly checks, HMH growth measure

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Students will monitor their individual reading growth with the support of K-5 teachers, ESOL teachers, and specialists to support their own future growth and reflect on what they need after formative/summative assessments.

**Target Start Date:** August 25, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** goal monitoring data charts

**Staff Responsible for Monitoring:** ESOL, Teachers, admin, specialists

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Progress Monitoring Frequency and Tools:** data chart (Teams)

**Title I:**

2

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 7 Details	Formative Reviews		
<b>Impact/Implementation Goal 7</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of teachers will utilize CLT framework to document student look fors, rigor of expectations for all learners including EL and SWD, extension for learners, and staff understanding through resources and modeling in CLTs.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Walkthroughs and observations will show co-planned and co-taught grade level tasks that are aligned to the rigor of the standards where students demonstrate their knowledge of decoding and comprehension tasks given by classroom, EL, and SWD teachers.

**Target Start Date:** August 18, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** CLT planning document, walkthrough form

**Staff Responsible for Monitoring:** Reading specialist, admin, teachers

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** ELA, Title 1

**Progress Monitoring Frequency and Tools:** weekly CLTs

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Commitment 1:** Learning and Achievement for All

**Theory of Action 2**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If all teachers use the CRA approach and rich tasks to teach mathematical concepts and procedures	then teachers will provide opportunities for students to use the CRA approach as thinking tools to solve math problems, which will allow students to demonstrate their understanding orally or in writing on grade level performance tasks	which will lead to each student improving in mathematics as evidenced by a 75% or higher pass rate on the PWCS End of the Unit Math Assessments and a 75% or above on Math SOLs.

**Strategic Priorities:** Learning and Achievement for All 2

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b> <b>Goal Type:</b> Impact Goal <b>Impact Goal:</b> By June 2025, 75% of students in grades 3-5 will demonstrate proficiency on the Math SOL.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b> <b>Goal Type:</b> Impact Goal <b>Impact Goal:</b> 75% of students in grades 3-5 will achieve a score of mastery or proficient on the PWCS End of Unit Math Assessments. (BOY: 65%; MOY: 70%)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b> <b>Goal Type:</b> Implementation Goal <b>Implementation Goal:</b> 100% of math teachers will include oral and/or written grade level math tasks (aligned to the standards) in their lessons that require the use of the CRA approach to solve math problems.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During Math CLTs, teachers will utilize HQIM, VDOE tasks, and county pacing guides to plan for grade level rich tasks

and CRA strategies that are aligned to the rigor of the standards using the CLT documents.

**Target Start Date:** August 25, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** CLT documents/walkthrough tools

**Staff Responsible for Monitoring:** Math specialist, admin

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** Title 1 Math, Admin

**Progress Monitoring Frequency and Tools:** Walkthrough tools

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** All K-5 teachers will participate in Professional Development on the new math resources that will be available for the 25-26 school year.

**Target Start Date:** August 11, 2025

**Target End Date:** January 5, 2026

**Deliverables/Evidence:** PD

**Staff Responsible for Monitoring:** admin/math specialists

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** math dept.

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Walkthroughs and observations will show co-planned and co-taught grade level tasks that are aligned to the rigor of the standards where students demonstrate their knowledge of CRA strategies and rich tasks given by classroom, EL, and SWD teachers.

**Target Start Date:** August 25, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** Walkthrough forms

**Staff Responsible for Monitoring:** admin, math specialists

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Progress Monitoring Frequency and Tools:** quarterly, walkthrough forms data

**Title I:**

2

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of students will utilize the CRA approach to demonstrate their learning through verbal or written student-centered tasks that are aligned to the rigor of the standards as measured by monthly CLT check-ins of student work (Part A, assessment number sense routine, or multi-step problem solving task) using a rubric.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Teachers in all grade levels will use a school-wide problem-solving process/template focused on vocabulary and CRA strategies. (K-2, 3-5)

**Target Start Date:** August 25, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** problem solving template

**Staff Responsible for Monitoring:** Math specialist, teachers, admin

**Alignment to Strategic Plan Objective(s):** 1.1, 1.2

**Office/Dept Collaborators:** Math department

**Progress Monitoring Frequency and Tools:** unit check ins during CLTs of template.

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will use formative and summative data to consistently create, monitor and readjust groupings across the grade level (all teachers) based on the needs of all learners to include EL, SWD and Gifted.

**Target Start Date:** August 18, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** Data charts, intervention groupings

**Staff Responsible for Monitoring:** Math specialists, classroom teachers

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** Title 1 Math, Admin

**Progress Monitoring Frequency and Tools:** data charts, CLT meetings

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Commitment 1:** Learning and Achievement for All

**Theory of Action 3**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If teachers (K-5) utilize the 5E model to plan instruction aligned to the rigor of the standard	then teachers will consistently and intentionally deliver learning experiences using the 5E Instructional Model which will allow students to demonstrate their learning through reading, writing, speaking and student-centered learning experiences	which will lead to 70% of students demonstrating mastery/proficiency on End of Unit Science Assessments or formative assessment probes and 70% proficiency on the Science SOLs.

**Strategic Priorities:** Learning and Achievement for All 3

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026, 70% of students in Grade 5 will demonstrate proficiency on the Science SOL.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 70% of K -5th grade students will show mastery/proficiency on End of Unit Science Assessments or formative assessment probes. (BOY: 60%; MOY: 65%)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of science observations will include high quality instructional practices along with high level questioning to support students learning and applying scientific concepts.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** K-5 teachers will implement a science CLT protocol using the 5E model (monthly CLTs for grades K-3, and weekly for grades 4-5).

**Target Start Date:** August 18, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** CLT planning document

**Staff Responsible for Monitoring:** Teachers, ITC, admin

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** Science department

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** K-5 teachers will consistently incorporate Science academic vocabulary (which may include RAN chart, interactive word walls, vocabulary journals, semantic mats, matching games, words sorts, interactive quizzes, digital flashcards).

**Target Start Date:** August 18, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** CLT planning document, Walkthrough forms

**Staff Responsible for Monitoring:** Teachers, ITC, admin

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** Science department

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** K-5 teachers will analyze the data after each unit to gauge student success on key concepts and plan next steps to include students' need, determine spiral review, and remediation/enrichment opportunities for students.

**Target Start Date:** August 18, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** Data chart

**Staff Responsible for Monitoring:** Teachers,  
**Alignment to Strategic Plan Objective(s):** 1.1, 1.3  
**Office/Dept Collaborators:** Science department

**Title I:**  
4

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of students will apply and justify their learning using scientific language on the Question of the Day responses.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** All teachers will engage students in accessing prior knowledge in order to be able to answer the question of the day and explain the current concept or misconceptions related to the Question of the Day.

**Target Start Date:** August 25, 2025  
**Target End Date:** June 5, 2026  
**Deliverables/Evidence:** CLT planning documents  
**Staff Responsible for Monitoring:** ITC  
**Alignment to Strategic Plan Objective(s):** 1.1, 1.3  
**Office/Dept Collaborators:** Science Dept  
**Progress Monitoring Frequency and Tools:** quarterly check

**Title I:**  
2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** K-5 teachers will analyze the data after each unit to gauge student success on key concepts and plan next steps to include students' need, determine spiral review, and remediation/enrichment opportunities for students.

**Target Start Date:** August 25, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** Data chart

**Staff Responsible for Monitoring:** Teachers

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Office/Dept Collaborators:** Science department

**Title I:**

4

**Incomplete**

**Progress Notes:** None

### Commitment 1 Strategic Priorities:

Learning and Achievement for All
<p><b>Strategic Priority 1:</b> Increase student achievement in reading for all students in K-5, including EL and SWD. <b>Root Cause:</b> Students need to be taught to the rigor of the standard; Students continue to need support in decoding to help build their fluency and stamina which will impact comprehension. Continue to build teacher knowledge on UFLI and HMH; inconsistent implementation of foundational skills in upper grades</p> <p><b>Strategic Priority 2:</b> Increase student achievement in math for all students including EL and SWD. <b>Root Cause:</b> Students need consistent opportunities to use oral language and writing to explain and justify their thinking. There is an inconsistent use of rich tasks and CRA strategies across grade levels.</p> <p><b>Strategic Priority 3:</b> In K-5 grade, students will increase Science proficiency including EL and SWD. <b>Root Cause:</b> Inconsistent use of the scientific process, hands on science experiences, and 5E model from K-5. Inconsistent use of academic vocabulary in Science.</p>

## Commitment 2: Positive Climate and Culture

### Division Objective:

2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all., 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging.

### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we provide information to parents about the relationship between academic achievement and attendance (specifically with parents of students who are chronically absent) and provide incentives to motivate student attendance,	then staff will hold attendance meetings with parents/guardians of all students who have 10 or more absences and provide students who have 3 or fewer absences with an incentive each quarter	which will decrease the percentage of chronically absent students to 10% or lower.

**Strategic Priorities:** Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026, we will decrease our chronic absenteeism rate to 10% or lower.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> Attendance team will meet with 100% parents/guardians of students who have 10 or more absences and document conferences (in-person or phone) in the HUB monthly.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Continue an attendance mentoring program for K-5 students who have been identified as chronically absent in SY24-25 at the start of SY25-26.

**Target Start Date:** August 18, 2025

**Target End Date:** June 11, 2026

**Deliverables/Evidence:** Data from attendance mentor charts

**Staff Responsible for Monitoring:** School Counselors

**Alignment to Strategic Plan Objective(s):** 2.1, 2.2

**Office/Dept Collaborators:** School Counselors

**Progress Monitoring Frequency and Tools:** Mentoring data charts

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Establish and implement a communication plan (weekly newsletters, school status messages, and attendance meetings) focused on chronic absenteeism to parents/guardians to inform them about the impact attendance has on student learning and sense of belonging.

**Target Start Date:** August 18, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** School Status/attendance data

**Staff Responsible for Monitoring:** Counselors, admin intern

**Alignment to Strategic Plan Objective(s):** 2.1, 2..2

**Office/Dept Collaborators:** attendance team

**Progress Monitoring Frequency and Tools:** school status, attendance data

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Incentivize students (daily, weekly, or quarterly) through school announcements, attendance races, and assemblies.

**Target Start Date:** August 18, 2025

**Target End Date:** June 12, 2026

**Deliverables/Evidence:** Rewards tracking data charts

**Staff Responsible for Monitoring:** counselors, attendance team

**Alignment to Strategic Plan Objective(s):** 2.1, 2.2

**Office/Dept Collaborators:** attendance team

**Incomplete**

**Progress Notes:** None

**Commitment 2 Strategic Priorities:**

<b>Positive Climate and Culture</b>
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<b>Strategic Priority 1:</b> Decrease chronic absenteeism rate to 10% or lower. <b>Root Cause:</b> Lack of systematic communication of legal requirements and impact on student academic progress due to attendance for parents.
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### Commitment 3: Family and Community Engagement

#### Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.3 PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.

#### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we develop and implement an Instructional Family Engagement Framework that focuses on building positive connections between school and home learning,	then school staff will provide multiple opportunities to educate families about instructional Reading and Math strategies and provide resources/materials to extent learning at home	which will lead to a grand mean score of 4.7 in the area of Academic Standard on the Family and Community Engagement Gallup Survey.

**Strategic Priorities:** Family and Community Engagement 1

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026, we will have a 4.7 grand mean score in the area of Academic Standard on the Family and Community Engagement Gallup Survey.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of our Instructional Family Engagement events will include instructional strategies that support Reading and Math literacy and include resources/materials to support and extend learning at home.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Teachers will use data to create a targeted list of students and parents who would benefit from additional instructional strategies and resources to support learning.

**Target Start Date:** August 18, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** VALLSS data, SOL data, math unit data

**Staff Responsible for Monitoring:** reading and math specialists

**Alignment to Strategic Plan Objective(s):** 1.1, 1.3

**Progress Monitoring Frequency and Tools:** BOY, MOY, EOY data

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Parents will be invited to hands on sessions to support instruction of their child at home and shown how to use the materials as well as have the opportunity to take home materials to use at home.

**Target Start Date:** August 11, 2025

**Target End Date:** June 5, 2026

**Deliverables/Evidence:** agenda for sessions, sign in sheet

**Staff Responsible for Monitoring:** reading and math specialists

**Alignment to Strategic Plan Objective(s):** 3.1

**Progress Monitoring Frequency and Tools:** exit survey data from sessions

**Title I:**

4

**Incomplete**

**Progress Notes:** None

### **Commitment 3 Strategic Priorities:**

<b>Family and Community Engagement</b>
<b>Strategic Priority 1:</b> Increase parents' knowledge and satisfaction in the area of Academic Standard on the Gallup Survey. <b>Root Cause:</b> Parents need support and materials on how to help their students at home in ways that are accessible and understandable to them

**Commitment 4: Organizational Coherence**

# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
lead	Kristen Krueger	Assistant Principal
teacher	Christine McCullum	ITC
teacher	Terry Rittenhouse	Librarian
teacher	Kristen Carr	Special Education
teacher	Jennifer Loach	Title 1 Reading
teacher	Christina Shrauder	Reading Specialist
teacher	Dorothy Klieber	Reading Specialist
teacher	Margareth Ferruzola	Title 1 Math/ESOL
teacher	Kathryn Astley	Title 1 Math
teacher	Ryan Dates	5th grade
teacher	Charlene Mohammed	5th grade
teacher	Jennifer Calhoun	4th grade
teacher	Alexis Miller	3rd grade
teacher	Suzanne Franco	2nd grade
teacher	Genese Perlas	1st grade
teacher	Rodriguez Dominga	Kindergarten
facilitator/ESOL	Bridgett Brookbank	ESOL
Lead	Arlette Medina	Admin Intern
Lead	Vineeth Lagouit	Principal