

Prince William County Public Schools
Potomac View Elementary
2025-2026 Formative Reviews with Notes



Validation of Continuous Improvement Plan Date: August 8, 2025
Executive Cabinet Member: Kimberly Werle
Principal/Director: Sherra Thomas

Mission Statement

We will use...

Respectful **COMMUNICATION** during all interactions
with students, staff, and parents.

Intentional **COLLABORATION** that allows everyone to feel trusted and heard.

Meaningful **CRITICAL THINKING** mindsets that fosters growth.

We will make sure to...

CELEBRATE accomplishments of our school community.

Vision

EXCELLENCE Every Day

Value Statement

PVES will...

Be self-reflective

Set high expectations

Be risk-takers

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Commitments

Commitment 1: Learning and Achievement for All

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
teach students to decode words, analyze word parts, write and recognize words and to routinely use a set of comprehension building practices to help students make sense of the text (EB)	teachers will explicitly teach... * Decoding and encoding strategies and provide opportunities to practice and apply skills in text - Reading comprehension strategies (vocabulary word knowledge, ask and answer questions about text, and find text evidence) Which will allow students to... * Be able to apply their skills during reading and writing activities _ Apply their learned skills to make sense of grade level text	75% or more of 3rd-5th grade students passing the SOL, as measured by 75% more of 2nd-5th grade students will pass the HMH end-of-unit Module assessments, 75% or more of 2nd-5th grade students will be reading on and above grade level on the HMH Growth Measure, and 20% or less of K-2 students will be in the high-risk band of VALLSS.

Strategic Priorities: Learning and Achievement for All 1

Impact/Implementation Goal 1 Details	Formative Reviews
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% or more of grades 3-5 students will pass the reading SOL</p>	<p>BOY: Not Yet Started</p> <p>Beginning of Year Evidence of Progress N/A</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Impact/Implementation Goal 2 Details	Formative Reviews
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 75% or more of 2nd-5th grade students will be reading on/above grade level on the HMH Growth Measure; BOY: 55%, MOY: 65%</p>	<p>BOY: Not On Track</p> <p>Beginning of Year Evidence of Progress 25.8% of 2nd-5th grade students are on/above reading on HMH. Our BOY target was 55%. This time last year we had 30.4% at BOY; we tested 21 more students than last year.</p> <p>Glow: Grade 2 performed 9% points higher than last year Barrier: not all standards have been taught Next steps: use the standards report to drill down, use data to determine classroom performance level aligned to current standards to plan for instruction</p> <p>Grade 2 (19.4%): Far Below (22.6%), Below (34.4%), Approaching (23.7%), OGL (15.1%), AGL (4.3%) Grade 3 (28.3%): Far Below (19.8%), Below (23.5%), Approaching (28.3%), OGL (20.8%), AGL (7.5%) Grade 4 (32.5%): Far Below (23.4%), Below (15.6%), Approaching (28.6%), OGL (22.1%), AGL (10.4%) Grade 5 (20.4%): Far Below (30.8%), Below (20.5%), Approaching (28.1%), OGL (14.0%), AGL (6.4%) Overall (25.1%): Far Below (23.7%), Below (24.0%), Approaching (27.1%), OGL (18.0%), AGL (7.1%)</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Impact/Implementation Goal 3 Details	Formative Reviews
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 20% or less of K-2 students will be in the high-risk band of VALLSS; BOY: 30%, MOY: 25%</p> <p>Implementation Goal Review: Per BOY meeting feedback change to K-2. Old goal: By June 2026, 20% or less of K-5 students will be in the high-risk band of VALLSS; BOY: 30%, MOY: 25%</p>	<p>BOY: Not On Track</p> <p>Beginning of Year Evidence of Progress</p> <p>Glow: Gr1 has lowest percentage of students performing within the high-risk range at 27.94% (KG has lowest percentage of high-risk students by spring 2025 at 17.9%) Barrier: student performance regressed, inconsistencies with routines across classrooms (teacher-directed instruction, amount of student practice & assessment/differentiation) Next Steps: develop SPR for those performing within high-risk band. address needs through Title I reading teachers, VALLSS tutors, special education teachers, & all-in-tutors. Moderate to low-risk students receive support through general education and EL teachers</p> <p>KG: HR (35/70=50.00%), MR (19/70=27.14%), LR (16/70=22.86%) Gr1: HR (19/68=27.94%), MR (18/68=26.47%), LR (31/68=45.59%) Gr2: HR (39/92=42.39%), MR (20/92=21.74%), LR (33/92=35.87%) Gr3: HR (31/40=77.5%), MR (6/40=15.00%), LR (3/40=7.50%) - 40 students assessed Gr4: 31/85=36.47% students w/ SRP Gr5: 34/83=40.96% students w/ SPR</p> <p>Adjusted goal to K-2 at BOY meeting.</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Impact/Implementation Goal 4 Details	Formative Reviews
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal Review: Per BOY meeting feedback, change to K-2. Old goal: 100% of K-5 teachers will explicitly teach grade level foundational skills (UFLI/HMH)</p> <p>Implementation Goal: 100% of K-2 teachers will explicitly teach grade level foundational skills (UFLI)</p>	<p>BOY: On Track</p> <p>Beginning of Year Evidence of Progress K-5 teachers are using HQIM and teaching UFLI or HMH-Foundational Skills using slides Yes 10/16=62.5% Mostly 3/16=18.8% SW 2/16=12.5% NY 1/16=6.25%</p> <p>Glows: strong classroom culture across school, teachers that know/understand have strong routines which meant high level of confidence & increased student engagement. flow of phonics lessons Barriers: Some teachers are adding to routines/materials instead of sticking with what's provided Next steps: peer observations, model during CLTs, Title I teacher support</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: New instructional staff and grade 4-5 teachers will participate in professional learning (UFLI/Foundational skills training & VALLSS training) & all grade K-5 teachers (VLP lessons)

Target Start Date: August 11, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: teachers sign up for required training through PWCS Professional Learning Catalog

teachers complete the required training (online and/or in-person)

teachers upload required documentation through Canvas, when required

Staff Responsible for Monitoring: Admin, new instructional staff, & Grade 4-5 teachers

Alignment to Strategic Plan Objective(s): 1.3

Office/Dept Collaborators: English Language Arts

Progress Monitoring Frequency and Tools: Spreadsheet with required trainings - check monthly

Title I:

2

Incomplete**Progress Notes:** BOY

Glow: all staff have taken required professional development

Barrier: varying level of experience with implementation

Next Steps: conduct learning walks to provide non-evaluative feedback; CLT modeling, Title I teacher individualized support

K-2: UFLI training (1/1=100% participation)

Grades 3-5: Advanced Phonics Training (12/12=100% participation)

Significant Action 2: Teachers will plan and deliver UFLI/Foundational skills lesson instruction to build decoding and encoding skills**Target Start Date:** August 18, 2025**Target End Date:** June 12, 2026**Deliverables/Evidence:** New instructional staff: Use the UFLI Foundations Pocket Reference

UFLI Auditory drill: Which spellings do your students really need to focus on based upon your students' current performance?

If classes begin to accelerate more than others, consider the additional word list

Foundational skills: teachers can take out slides, not steps. Decide what is most appropriate. Be strategic and data driven when making decisions.

Teachers will provide scaffolds to students during whole group instruction based upon informal/formal assessments

Teachers will actively monitor student responses and provide immediate explicit/corrective feedback during UFLI/Foundational skills lessons

Discuss student results to implement next steps for the student and/or teacher

Teachers will administer weekly UFLI/Foundational skills (encoding) progress checks and record student academic progress within the grade level data spreadsheet

Teachers will analyze data and adjust small group instruction to address area(s) of need for all students (use previously taught UFLI/Foundational skills lessons & VLP lessons to target specific spelling patterns)

Staff Responsible for Monitoring: Admin, instructional staff, reading staff, & instructional coach**Alignment to Strategic Plan Objective(s):** 1.1**Office/Dept Collaborators:** English Language Arts**Progress Monitoring Frequency and Tools:** -Unit Planning Document (Weekly plans)

-Weekly UFLI/Foundational Skills (encoding) progress checks

Title I:

2

Incomplete

Progress Notes: BOY:

Glows: grade level planning document embeds UFLI/Foundational skills slides; observed & provided grade level feedback through ELA learning walks, routines/structures in place

Barriers: varying levels of skillset. student practice varies (too quick, just enough, not enough)

Next Steps: peer observations and model routines during CLTs to work on timing of sections

Significant Action 3: Use the PWCS walkthrough tool to monitor feedback and implementation

Target Start Date: September 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Use Foundational Skills walkthrough tool (teacher-directed instruction and student practices) with the UFLI Planning & Implementations Support document during learning walks and observations to collect and provide feedback to teachers on implementation during whole group and small group instruction.

Instructional rounds and learning walks as scheduled

Staff Responsible for Monitoring: Admin, instructional staff, reading staff, & instructional coach

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: English Language Arts

Progress Monitoring Frequency and Tools: Quarterly PWCS Foundational Skills walkthrough tool

Title I:

2

Incomplete

Progress Notes: BOY: November 17

Teacher-directed instruction (TDI): Yes (7/16=43.8%); Mostly (1/16=6.25%); SW (6/16=37.5%); NY (2/16=12.5%)

Student Practice: Yes (4/16=25%); Mostly (5/16=31.3%); SW (6/16=37.5%); NY (1/16=6.25%)

Assessment/Differentiation: Yes (6/16=37.5%); Mostly (1/16=6.25%); SW (5/16=31.3%); NY (4/16=25%)

Glows: accessing HQIM. grades 3-5 is occurring (routines/structures in place). positive climate & culture across classes. relationships evident. teachers that know/understand have strong routines which meant high level of confidence & increased student engagement. flow of phonics lessons

Grows: set the focus. timing of sections (follow pacing/expected routine of drill). on-the-spot feedback to students. proximity to students to monitor student practice. provide time for student practice

Next steps: peer observations/videos to watch routines/procedures/timing (modeling). follow-up/check-in during CLTs (model when needed). Title I teacher support

Impact/Implementation Goal 6 Details	Formative Reviews
<p>Impact/Implementation Goal 6</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal Review: Per BOY meeting feedback, change goal to 3-5. Old goal: 100% of K-5 teachers explicitly teach reading comprehension strategies (vocabulary word knowledge, ask and answer questions about text, and find text evidence)</p> <p>Implementation Goal: 100% of 3-5 teachers explicitly teach reading comprehension strategies (vocabulary word knowledge, ask and answer questions about text, and find text evidence)</p>	<p>BOY: Approaching</p> <p>Beginning of Year Evidence of Progress Glows: 100% vocabulary routines built into lessons (PVES provided teachers with a vocabulary routine), students answering questions, and students required to find text evidence</p> <p>Barrier: through observations & evidence through lesson planning - 0% of students are asking questions about text (not planned for); most students asked to justify their thinking but not across all classrooms (rushing through lesson)</p> <p>Next steps: establish vocabulary routine outside of day 1 read; use WIT (question stems) from 7-steps to help students justify their thinking/pose questions; embed metacognitive strategies</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: Staff will participate in professional learning (New instructional staff and grades 4-5 teachers: New staff only: VDOE VLA Modules Training; All staff: new unit guides with HMH resources (Teaching Pal, Teaching Guide, etc), New unit planning document, & data literacy)

Target Start Date: August 11, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: teachers sign up for required training through PWCS Professional Learning Catalog

teachers complete the required training (online and/or in-person)

teachers upload required documentation through Canvas, when required

Staff Responsible for Monitoring: Admin, New instructional staff, & Grade 4-5 teachers

Alignment to Strategic Plan Objective(s): 1.3

Office/Dept Collaborators: English Language Arts

Progress Monitoring Frequency and Tools: Spreadsheet with required trainings - check monthly

Title I:

2

Incomplete

Progress Notes: BOY

41/41=100% August Elementary Day PD

37/41=90.2% October 13 Elementary PD (sick leave for those that didn't attend)

9/8=112% ESS Meetings (a returning teacher joined the meeting)

November PVES ELA one-pager introduced to certified instructional staff

Significant Action 2: During CLTs, teachers will review and discuss grade level HQIM resources (text, questions, and strategies) to plan and deliver lessons that focus on building reading comprehension skills

Target Start Date: August 18, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: pace grade level reading comprehension lessons by planning backwards using unit guides, HMH (Teaching Pal/Teaching Guide), and assessments

Teachers will use HMH questions and integrate learned reading strategies to develop comprehension of text

Teachers will determine grade level HMH slides (first read of text - weight of questions), sentence stems, student vs teacher tasks/activity, and expected student responses

Discuss student results to implement next steps for the student and/or teacher

Teachers will administer HMH module/unit assessments

Teachers will use the grade level data spreadsheet to record student academic progress

Teachers will hold data reflection meeting to analyze data, review student responses, and adjusts small group and/or whole group instruction accordingly to support students (students by name and need)

Staff Responsible for Monitoring: Admin, instructional staff, Title I reading staff, instructional coach

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: English Language Arts & Title I

Progress Monitoring Frequency and Tools: Unit Planning Document

-Weekly plans

-Data reflection at the end of each unit

Title I:

Incomplete

Progress Notes: Glows: Teachers are more collaborative and sharing ideas. They all appear to have a common understand of what they're teaching

Barriers: spend a great deal of time sharing/discussing and teams do not always make decisions before time is up. Therefore, how they're going to delivery instruction gets cut short. Through observation, it doesn't appear that the conversation continues outside of the CLT to make collective instructional delivery decisions. Therefore, difficulty having data reflection conversations around what the team did collectively to impact student achievement

Next Steps: teams have assigned roles. Teams need to set time limits around discussions, set a timer, and make decisions before time is up. This will help with efficiency and cover more ground during CLTs

Significant Action 3: Use the PWCS walkthrough tool to monitor feedback and implementation

Target Start Date: September 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Use Reading Comprehension walkthrough tool (High-Quality Questions & Tasks and Student Ownership) to collect and provide feedback to teachers on implementation during whole group instruction

Staff Responsible for Monitoring: Admin, Title I, & instructional staff

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: English Language Arts & Title I

Progress Monitoring Frequency and Tools: Quarterly Reading Comprehension walkthrough tool

Title I:

2

Incomplete

Progress Notes: BOY: November 13

High-Quality Text: Yes (4/5=80%); NY (4/5=20%)

HQ Questions & Tasks: Yes (1/5=20%), Mostly (2/5=40%), SW (1/5=20%), NY (1/5=20%)

Ownership: Yes (0/5=0%), Mostly (1/5=20%), SW (3/5=60%), NY (1/5=20%)

Glows: use of HQIM (continues from last year). use of grade level content (5/5). classroom culture (Yes 2/5; Mostly 2/5). students' use of text evidence to support/justify thinking

Barriers: opportunities for peer collaboration (increase student-talk) & work through tasks that require them to justify/revise their thinking

Next steps: more collaborative opportunities between students (intentionally planned for across classrooms). provide follow up questions to closed answers. use WIT (question stems) from 7-steps to help students justify their thinking/pose questions. ensure questions posed are better aligned with expected outcome (engage & respond vs independent reading questions)

Impact/Implementation Goal 6 Details	Formative Reviews
<p>Impact/Implementation Goal 6</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal Review: Per BOY meeting feedback, change to K-2. Old goal: 100% of K-5 students will apply their learned skills on the weekly UFLI/Foundational skills (encoding) progress checks.</p> <p>Implementation Goal: 100% of K-2 students will apply their learned skills on the weekly UFLI (encoding) progress checks.</p>	<p>BOY: Approaching</p> <p>Beginning of Year Evidence of Progress</p> <p>BOY</p> <p>Glows: The majority of students have improved with routines. Barriers: Students need to grow with encoding medial and ending sounds, and decoding ; Inconsistent transfer of phonics to writing (teachers' timing of sections (follow pacing/expected routine of drill). on-the-spot feedback to students. proximity to students to monitor student practice. provide more time for student practice)</p> <p>Next Steps: give real time feedback to students about the reading rules during writing. peer observations/videos to watch routines/procedures/timing (modeling). follow-up/check-in during CLTs (model when needed). Title I teacher support</p> <p>KG: 40% Grade 1: 52% Grade 2: 48.2% Grade 3: 39.8% Grade 4: 45% Grade 5: 41% Overall: 44% performing on grade level</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: Discuss and record student results to implement next steps for the student and/or teacher using weekly UFLI/Foundational skills (encoding) progress checks to adjust whole group.

Target Start Date: September 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: instructional staff will discuss student performance and determine next steps to make data-driven instructional decisions (whole group)

Staff Responsible for Monitoring: Admin, instructional staff, & reading staff

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: English Language Arts

Progress Monitoring Frequency and Tools: weekly UFLI/Foundational skills (encoding) progress checks

Title I:

2

Incomplete

Progress Notes: BOY

What is the data telling for trends and patterns:

KG: Students are able to encode the beginning sound and know their sight words. Students are also improving with their letter and sound knowledge. The majority of students have improved with routines. Students need to grow with encoding medial and ending sounds, and decoding. Students are able to say individual sounds, but struggle to blend the whole word.

Gr 1: Students are still confusing vowel sounds (i vs. e) and letters (b vs. d), and experiencing difficulty with words with more than three sounds (ex: blend, slash). We also need to provide "on-grade" level

Gr 2: UFLI Lesson 66 (closed and open syllables) was a strength in particular, general mastery of feature points on most progress monitoring checks. High frequency words and writing full sentences remain a challenge across grade level

Gr 3: Strengths -

Gr 4: Strengths - providing feedback on encoding to help students transfer skills to their writing. Grow - r- controlled vowels, vowel sounds short u and long o / oo/, syllable patterns (vccv, vcv, vv)

Gr 5: Strengths - Compound words, R- controlled vowels; Students are using sound patterns.

Barriers:

Gr 1: confusion of phoneme sounds; manipulate sounds incorrectly

Gr 2: lack independent practice of taught skills to reinforce concepts

Gr 3: Limited exposure; lack of master phonemic awareness in earlier grades

Gr 4: Need scaffolds

Gr 5: Weak decoding of multisyllabic academic terms (mispronunciation of words); Limited fluency with technical vocabulary, Inconsistent transfer of phonics to writing

Next Steps:

KG: utilizing the VALLSS tutors frequently each week. We will also continue to remediate the students during small group reading and CORE time. Additional TAs hired to support each classroom

Gr 1: plan for additional remediation and extension opportunities for phonics. embed letter sound fluency drills

Gr 2: Spiral review of high frequency words, targeted intervention for students missing particular features, intentional look at pacing phonics skills. improve timing of routines to embed more practice

Gr 3: flexible grouping across classrooms to address specific skills

Gr 4: close the loop with students - give real time feedback to students about the reading rules during writing

Gr 5: Using sound patterns to let students make the connection when looking at syllable patterns. Students will be able to use the learnt sounds to write and read given words using syllabication.

Significant Action 2: Monitor and support student needs through small group direct instruction using previously taught UFLI/Foundational skills lessons, Lexia, and VLP lessons

Target Start Date: August 18, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: teachers use flexible groupings to differentiate instruction during small group direct instruction to meet needs of students based upon student progress data

Staff Responsible for Monitoring: instructional staff & reading staff

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: English Language Arts

Progress Monitoring Frequency and Tools: Weekly UFLI/Foundational skills (encoding) progress checks

Title I:

4

Incomplete

Progress Notes: BOY:

Glow: students are receiving small group direct instruction based upon need

Barrier: new VALLSS groups began in November (late tier 2 instruction)

Next Steps: progress monitor students with reading plans (tier 2 instruction)

Impact/Implementation Goal 7 Details	Formative Reviews
<p>Impact/Implementation Goal 7</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal Review: Per BOY meeting feedback, change goal to 3-5. Old goal: 100% of K-5 students will use comprehension strategies to respond to a grade level text in a written (with scaffolds that fade over time) and/or oral format (EB)</p> <p>Implementation Goal: 100% of 3-5 students will use comprehension strategies to respond to a grade level text in a written (with scaffolds that fade over time) and/or oral format (EB)</p>	<p>BOY: Approaching</p> <p>Beginning of Year Evidence of Progress</p> <p>BOY</p> <p>Glows:</p> <p>Gr 1: 84% - confident with reading comprehension skills connected to narrative texts (retelling, characters/setting and summarizing)</p> <p>Gr 5: 90% -Using reading strategies to monitor and aid comprehension of text</p> <p>Barriers:</p> <p>K-2: Need additional practice</p> <p>Gr 3-5: Limited Vocabulary, Poor Reading habits, Weak Comprehension Strategies, Students are not using taught strategies; lack of stamina</p> <p>Next Steps: implement engage & respond with fidelity; develop plan to build reading stamina; use Project Read for small group instruction and check on the add-on component of Decodable Texts.</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: Discuss and record student results to implement next steps for the student and/or teacher using an "engage and respond" task through HMH within the unit planning document per module.

Target Start Date: September 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: through planning, teachers determine the "engage and respond" task to monitor reading comprehension per HMH module/unit

teacher reflect on the results to determine student progress and next steps

Staff Responsible for Monitoring: Admin, instructional staff, & instructional coach

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: English Language Arts

Progress Monitoring Frequency and Tools: -Student responses the week after administering "engage and respond" task
-Weekly Unit Planning Document

Title I:

2

Incomplete

Progress Notes: BOY

KG: Students are able to answer comprehension questions based on UFLI passage we read on Day 2. Their listening and comprehension skills are improving.

Gr 1: confident with reading comprehension skills connected to narrative texts (retelling, characters/setting and summarizing

Gr 2: Turn and Talk discussions based on lessons show beginning understanding of text

Gr 3: Some Students can identify main ideas and key details in familiar texts; Participation in read-aloud discussions shows growing comprehension; Some students are beginning to use text evidence in responses

Gr 4: most students reading at grade level

Gr 5: Using reading strategies to monitor and aid comprehension of text; difficulty identifying text structure, summarizing, main idea and content area words

Barriers:

KG: difficulty following the comprehension passage; quality of student's written responses

Gr 1: need additional practice with reading comprehension skills connected to informational texts (main idea, monitor & clarify, text organization)

Gr 2: lack independent practice of taught skills

Gr 3: Limited Vocabulary, Poor Reading habits, Weak Comprehension Strategies

Gr 4: Students are not using taught strategies; lack of stamina

Gr 5: Limited ability to evaluate evidence; Difficulty with critical thinking questions; Inconsistent use of annotation strategies; Difficulty with perspective-taking; Limited stamina with complex texts

Next Steps:

KG: develop comprehension progress monitoring to collect data. We will continue remediating students to develop comprehension skills during small group reading

Gr 1: Integrate more informational texts into small group instruction/literacy centers

Gr 2: Reinforce test taking strategies, strengthen routines with written responses

Gr 3: flexible grouping across classrooms to address specific skills

Gr 4: implement engage & respond with fidelity; develop plan to build reading stamina

Gr 5: Spiraling topics, restructuring tier 1 instruction using data, text evidence responses using sentence stems and data driven small groups.

K-5: use sentence stems/frames to support discussion and written responses.

Significant Action 2: Monitor and support students' needs through Extended day opportunities/High Dosage Tutoring/All-in-VA

Target Start Date: August 25, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: grade level teachers, special education teachers, & Title I reading teachers will identify students requiring support

Teachers inform the All-In-Tutor coordinator of students requiring support

All-In-Tutoring instructional staff plan and deliver instruction to meet the needs of students based assessment data

All-In-Tutors track student attendance

Staff Responsible for Monitoring: Admin, All-In-Tutors, All-In-Tutor Coordinator, Grade level teachers, Special education teachers, Title I teachers

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: English Language Arts & Title I

Progress Monitoring Frequency and Tools: bi-monthly progress checks during All-In-Tutoring

Title I:

3, 4

Incomplete

Progress Notes: BOY

All-in-tutoring grades 3-5 began October 9. There are 61 students attending tutoring for reading and phonics. Additional 3rd-grade students were added after October 9 based on the performance of grade 3 students on the BOY HMH Growth assessment.

Glows: Student attendance- average attendance was 8.23 sessions (out of 10). 17 students had perfect attendance.

Barriers: Inconsistent tutoring days because of holidays and teacher workdays.

Teachers did not understand or have time to track student mastery of the learning target. 6 out of 12 classes completed the monitoring of learning targets.

Next Steps: Celebrate students with perfect attendance for tutoring.

Clarify teacher monitoring of learning targets.

Another group of students will be added in January, who require 18 weeks of tutoring.

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)
teach students with disabilities how to use visual representations (EB)	teachers will explicitly teach students how to create and when to use their own visual representations and math accommodations (math aids), which will allow students to apply their learned skills independently to solve grade level math problems	70% or more of students with disabilities in grades 3-5 will pass the math SOL, as measured by 70% or more of students with disabilities in grades 3-5 will score mastery/proficient on the math unit assessments

Strategic Priorities: Learning and Achievement for All 2

Impact/Implementation Goal 1 Details	Formative Reviews
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 70% or more of students with disabilities in grades 3-5 will pass the math SOL</p>	<p>BOY: Not Yet Started</p> <p>Beginning of Year Evidence of Progress N/A</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Impact/Implementation Goal 2 Details	Formative Reviews
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 70% or more of students with disabilities in grades 3-5 will score mastery/proficient on the math unit assessments.</p>	<p>BOY: Not On Track</p> <p>Beginning of Year Evidence of Progress</p> <p>Grade 3 U1 Multi & Division Part 1: Overall=29%, SWD=18% (PML Overall=9.1%; SWD=0%) U2 Multi & Division Part 2: Overall=59%, SWD=46% (PML Overall=56.9%; SWD=41.7%)</p> <p>Grade 4 U1 Place Value, Add/Sub Whole #: Overall=73%, SWD=67% (PML Overall=43.9%; SWD=25%) U2 Multi & Division: Overall=63%, SWD = No Data (PML Overall=40.3%; SWD = No Data)</p> <p>Grade 5 U1 Add/Sub/Multiply: Overall=58%, SWD=43% (PML Overall=48.8%; SWD=40%) U2 Characteristics of Number & Division: Overall=81%, SWD=69% (PML Overall=68.4%; SWD=53%)</p> <p>Glow: Grade 5 intentionally plans instructional strategies vertically aligned to previous grade level. MC responses Barriers: students lack of prerequisite skills needed for current grade level standards; SOLs not always center of HQIM decision Next Steps: Plan pre-teaching for each lesson (core ext/ routines); embed consistent spiral review (daily review: 3 days current, 2 days previous; core ext); one-page for timing & structure. plan more practice (drop down & choose all apply)</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Impact/Implementation Goal 3 Details	Formative Reviews
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: 100% of 3-5 teachers and special education teachers will explicitly teach math strategies (how to create visual representations and use math aids).</p> <p>Implementation Goal Review: Per BOY meeting feedback, change goal to 3-5. Old goal: 100% of K-5 teachers and special education teachers will explicitly teach math strategies (how to create visual representations and use math aids).</p>	<p>BOY: Not On Track</p> <p>Beginning of Year Evidence of Progress Math Walkthroughs (Instruc. Practices Band)</p> <p>Glows Gr 5: Both classes (2/2) are fully implementing explicit math strategies, including visual representations and math aids. KG & Gr 3: One class at each level (K: 1/3, 3rd: 1/4) are implementing strategies effectively.</p> <p>Barriers Gr 1-2: No classes are the "Yes" level with most at "Not Yet" or "Somewhat" indicating limited use of visual representations and math aids through lesson KG & Gr 3: Implementation is inconsistent, with only one class in each grade meeting expectations. Overall: Majority of K-3 teachers need support in making math strategies explicit and integrating visual models consistently.</p> <p>Next Steps Provide targeted training on creating and connecting visual representations and using math aids effectively. Model lessons during CLTs to demonstrate high-quality practices Peer Collaboration: Leverage Fifth Grade teachers as exemplars to share strategies and resources with</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: Staff will participate in professional learning (New Math HQIM), vertical alignment, new unit planning document, & data literacy) to include using visual representations and math aids

Target Start Date: August 11, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: teachers sign up for required training through PWCS Professional Learning Catalog

teachers complete the required training (online and/or in-person)

teachers upload required documentation through Canvas, when required

Staff Responsible for Monitoring: Admin & special education teachers

Alignment to Strategic Plan Objective(s): 1.3

Office/Dept Collaborators: Math & Special Education

Progress Monitoring Frequency and Tools: Spreadsheet with required trainings - check monthly

Title I:

2

Incomplete

Progress Notes: BOY

41/41=100% August Elementary Day PD

37/41=90.2% October 13 Elementary PD (sick leave for those that didn't attend)

October PVES Math one-pager introduced during CLT

Significant Action 2: Provide opportunities for general and special education teachers co-teach, review, and discuss grade level HQIM resources and strategies to plan and deliver lessons that focus on building math problem solving skills

Target Start Date: August 11, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: pace grade level math lessons by planning backwards using unit guides, math HQIM, IEP goals/accommodations, and assessments

Teachers will determine sentence stems, student vs teacher tasks/activity, and expected student responses

Discuss student results to implement next steps for the student and/or teacher

Teachers will administer unit assessments

Teachers will use the grade level data spreadsheet to record student academic progress

Teachers will hold data reflection meeting to analyze data, review student responses, and adjusts small group and/or whole group instruction accordingly to support students (students by name and need)

Staff Responsible for Monitoring: Admin, general education teachers, & special education teachers

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: Math & Special Education

Progress Monitoring Frequency and Tools: Unit Planning Document

- Weekly plans
- Data reflection at the end of each unit

Title I:

2, 4

Incomplete

Progress Notes: Based on the planned opportunities created in CLTs:

Glows:

Math CLTs are happening consistently every week

Teachers are administering Unit Assessments

Teachers are sharing more content based ideas during CLTs than in previous SY

Barriers:

Emphasis remains on the content of the lesson rather than the strategies for delivering it

Next Steps:

Create time stamps on the agenda (so that we can get to all parts of the internalization process to include data discussions)

Re-establish roles within the CLT so that everyone is aggressively monitoring to get to the outcomes on the agenda

Establish a "parking lot" so that the collaboration process is not derailed but every voice is heard and can be followed up on

Significant Action 3: Use the PWCS walkthrough tool to monitor feedback and implementation

Target Start Date: September 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Use Math walkthrough tool (High Quality Instructional Practices) to collect and provide feedback to teachers on implementation of monitor implementation during whole group and/or small group instruction

Staff Responsible for Monitoring: Admin, Title I teachers, & special education teacher

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: Math, Title I, & Special Education

Progress Monitoring Frequency and Tools: Quarterly PWCS Math walkthrough tool

Title I:

2

Incomplete

Progress Notes: BOY

Glows: Culture: Strong across all grades--most classes "Yes" (KG: 1/1, Gr1: 3/3, Gr3: 3/4 Gr5: 2/2) -indicates positive classroom environments that support learning.

use of HQIM (continues from last year): 100% "Yes" - teachers using curriculum resources throughout instruction.

Gr5: Consistent strength-"Yes" Instructional Practices (2/2) & student ownership (1/2 "Yes," 1/2 "Mostly").

KG: HQIM and Culture (Y: 1/1), Ownership and Instructional Practices showing progress (Ownership: Y: 1/1; Instructional Practices Y: 1/1).

use of grade level content (13/13=100%)

Rigor: 9/13=69% (Yes)

Barriers:

Instructional Practices-observed limited use of strategies like making math explicit, leveraging or even using student representations and adjusting lessons based on misconceptions. inconsistent instructional practices across classrooms. teachers deliberately posing questions for students to explain/justify (6/13)

Gr1 - NY: 1/3, S: 1/3, M: 1/3, Y: 0

Gr2 - NY: 2/3, M: 1/3, Y: 0

Gr3 - spread across NY, S, M, Y

Next Steps

Plan for solve & share to be more exploratory.

Focus on Instructional Practices in Gr 1-3 by:

1. CLT focus - make math explicit, connecting multiple representations, and facilitating summaries tied to student work. Model lessons during CLTs and use peer observation of Fifth Grade exemplars.
2. Increase Student Ownership: Incorporate structured math discourse (sentence stems, turn-and-talk) to increase student talk. Use tasks that require reasoning and explanation, not just procedural answers. WIT from 7 steps to help students justify their thinking/pose questions. provide follow up questions to closed answers. deliberately make mistakes to justify (examples/non-examples).
3. Leverage Strengths: Peer observations of Gr 5 teachers focusing on explicit instruction and student ownership
4. Monitor & Feedback: Conduct walkthroughs focused on two look-fors: Math made explicit (representations + explanations). Student ownership (independent reasoning and discussion). Track movement from NY - S - M - Y.

Impact/Implementation Goal 4 Details	Formative Reviews
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal Review: Per BOY meeting, change goal to 3-5. Old goal: 100% of K-5 students with disabilities will select or create visual representations or math aides to solve problems on common math tasks</p> <p>Implementation Goal: 100% of 3-5 students with disabilities will select or create visual representations or math aides to solve problems on common math tasks</p>	<p>BOY: Approaching</p> <p>Beginning of Year Evidence of Progress</p> <p>Unit Test Data: KG: 60% SWD proficient Gr1 & Gr2: No Data Grade 3 U1 Multi & Division Part 1: SWD=18% (PML SWD=0%) U2 Multi & Division Part 2: SWD=46% (PML SWD=41.7%) Grade 4 U1 Place Value, Add/Sub Whole #: SWD=67% (PML SWD=25%) U2 Multi & Division: SWD = No Data (PML SWD = No Data) Grade 5 U1 Add/Sub/Multiply: SWD=43% (PML SWD=40%) U2 Characteristics of Number & Division: SWD=69% (PML SWD=53.3%)</p> <p>Glow: 5th grade has the highest % of SWD and are outperforming all other grade levels</p> <p>Barriers: Math aids are available but some students are not using them effectively Teams need to collect data on common tasks to track progress consistently</p> <p>Next Steps: Identify a standard measure to collect data consistently on for SWD- Solve and Share/ Convince Me to see if students are effectively using the math aids Teachers need to directly instruct students on how to use the math aids Teachers need to directly instruct students on how to solve a problem using a criteria and math aids</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: Discuss and record student results to implement next steps for the student and/or teacher using common math tasks to adjust small group instruction

Target Start Date: September 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Grade level teachers will select weekly common tasks

General education teachers will use the grade level data spreadsheet to record student academic progress

General & special education teacher will hold data reflection meeting to analyze data, review student responses, and adjusts small group accordingly to support students (students by name and need)

Staff Responsible for Monitoring: Admin, general education teachers, special education teachers, Title I teachers

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: Math, Special Education, Title I

Progress Monitoring Frequency and Tools: Weekly unit planning document
Weekly data reflection grade level tool

Title I:

4

Incomplete

Progress Notes: Anecdotal Glows:

Some teachers are consistently updating the school spreadsheet with data

Some grade levels are selecting common tasks for the quick check/exit tickets

Barriers:

Not everyone is using the same questions for a quick check/exit ticket

Not everyone is recording students results on the school spreadsheet

Most data reflection conversations recorded are focused on summative assessments

Next Steps:

Norm questions for the quick check/exit ticket during CLTS. Hold data reflective meetings regarding common tasks & use of visual representations/math aids

Reinvest teachers in spreadsheet- identify trends, skills that need support (vs. trying to pull the same kids each day without using specific data). Weekly checks and follow up with classes missing data.

Significant Action 2: Support student needs through small group direct instruction through differentiation, Zearn, and/or supplemental materials

Target Start Date: August 25, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: special education teachers plan and deliver small group direct instruction based upon students' needs

Staff Responsible for Monitoring: grade level teacher & special education teacher

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: Math

Progress Monitoring Frequency and Tools: monthly progress checks

Title I:

4

Incomplete

Progress Notes: Glows:

100% of special education teachers are delivering small group instruction

Barriers:

Using data effectively to close skill gaps with students

Next Steps:

Implement data meetings to review data and plan next steps to aggressively monitor student progress

Significant Action 3: Grades 3-5: Support students' needs through Extended day opportunities/High Dosage Tutoring/All-in-VA [enrollment, attendance, and progress of students with disabilities] - This action will also account for the science Academy that will start in the Spring.

Target Start Date: September 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: general education teachers & special education teachers will identify students requiring support

Teachers inform the All-In-Tutor coordinator of students requiring support

All-In-Tutoring instructional staff plan and deliver instruction to meet the needs of students based assessment data

All-In-Tutors track student attendance

Staff Responsible for Monitoring: Admin, All-In-Tutors, All-In-Tutor Coordinator, General education teachers, Special education teachers, Title I teachers

Alignment to Strategic Plan Objective(s): 1.1

Office/Dept Collaborators: Math, Special Education, & Title I

Progress Monitoring Frequency and Tools: bi-monthly progress checks during All-In-Tutoring

Title I:

3, 4

Incomplete

Progress Notes: 12/19 - Result of BOY meeting and removing science TOA, extended day for science needed to be captured in the plan. It will be captured within the progress note of this action.

All-in-tutoring is currently focusing on reading and math. The Saturday Science Academy will be the two Saturdays prior to the grade 5 Science SOL

BOY

All-in-tutoring grades 3-5 began October 9. There are 31 students attending tutoring for math.

Glows: Student attendance- average attendance was 8.95 sessions (out of 10). 12 students had perfect attendance.

Barriers: Inconsistent tutoring days because of holidays and teacher workdays.

Teachers did not understand or have time to track student mastery of the learning target. 2 out of 4 classes completed the monitoring of learning targets.

Next Steps: Celebrate students with perfect attendance for tutoring.

Clarify teacher monitoring of learning targets.

Another group of students will be added in January, who require 18 weeks of tutoring.

Commitment 2: Positive Climate and Culture

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
build effective systems and monitor attendance data and practices consistently	all students will be encouraged to come to school each day, do their personal best in school, and students identified as chronically absent will have specific supports	12% or less of students being chronically absent

Strategic Priorities: Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Formative Reviews
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, reduce chronic absenteeism to 12% or less for SY26</p> <p>BOY: 8%</p> <p>MOY: 10%</p>	<p>BOY: Not On Track</p> <p>Beginning of Year Evidence of Progress</p> <p>August-October 31: 17.5% (93 students chronically absent)</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>August-December 31: 17.9% (97 students chronically absent)</p> <p>August-January 31:</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Impact/Implementation Goal 2 Details	Formative Reviews
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of classrooms will participate in school-wide attendance incentives</p>	<p>BOY: Not On Track</p> <p>Beginning of Year Evidence of Progress September: 16/27=59% HR participation October: 13/27= 48% HR participation September-October 6 teachers turned in both sheets</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress November: 25/27=93% HR participation December: January:</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: Teachers will provide a reward to their homeroom that meets their weekly attendance goal

Target Start Date: August 18, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: teachers record daily homeroom attendance on the monthly attendance calendar

teachers will provide weekly reward to their class who has met the weekly attendance goal

Staff Responsible for Monitoring: Admin & grade level teachers

Alignment to Strategic Plan Objective(s): 2.1

Office/Dept Collaborators: Front Office & teachers

Progress Monitoring Frequency and Tools: Monthly homeroom attendance calendar

Incomplete

Progress Notes: MOY

November: 26/27=96% earned extra recess (ave. 2-3 times)

December:

January:

Glow: November (128 times 100% class attendance)

Barrier:

Next Steps:

BOY

September: 10/27=37% earned extra recess

October: 11/27=41% earned extra recess

Glow: Reminders provided during morning announcements, monthly calendars are printed and provided

September (132 times 100% class attendance), October (100 times 100% class attendance)

Grows: increase HR participation, class difficulty making a full week of 90% attendance or higher

Barriers: extra step for teachers, substitute teacher not recording

Next Steps: physically go to classrooms to obtain sheet for accountability, doing the calendar attendance with the class to involve them in the process to increase motivation, admin class coverage for the teacher whose homeroom sheet is randomly pulled, snack cart to grade levels that turn in their homeroom sheets

Significant Action 2: Admin will recognize and reward the top three homerooms that have the most 100% attendance each month

Target Start Date: August 18, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: teachers record daily homeroom attendance on the monthly attendance calendar

teachers turn in the monthly calendar to admin by due date for administration to determine top 3 winners

administration announces winners (morning announcements & weekly newsletter to parents)

Staff Responsible for Monitoring: Admin & grade level teachers

Alignment to Strategic Plan Objective(s): 2.1

Office/Dept Collaborators: Front Office & teachers

Progress Monitoring Frequency and Tools: Monthly homeroom attendance calendar

Incomplete

Progress Notes: MOY

November: 26/27=96% earned extra recess (ave. 2-3 times)

December:

January:

Glow: New HR emerged at top homerooms with most 100% class attendance. 10 classes (7 or more days with 100% attendance rate). November (128 times 100% class attendance)

Barrier:

Next Steps:

BOY

September: 16/27=59% HR participation

October: 13/27= 48% HR participation

September-October 6 teachers turned in both sheets

Glow: 2 homerooms in the top three both times, recognized 4 homerooms in October (tied for 3rd place), September (132 times 100% class attendance), October (100 times 100% class attendance)

Grows: increase HR participation, class difficulty making a full week of 90% attendance or higher

Barriers: extra step for teachers, substitute teacher not recording

Next Steps: physically go to classrooms to obtain sheet for accountability, doing the calendar attendance with the class to involve them in the process to increase motivation, admin class coverage for the teacher whose homeroom sheet is randomly pulled, snack cart to grade levels that turn in their homeroom sheets

Significant Action 3: Variety of attendance celebration rewards will be provided to students monthly

Target Start Date: December 8, 2025

Target End Date: May 29, 2026

Deliverables/Evidence: date of event; # from grade level that can participate

Staff Responsible for Monitoring: Admin, teachers, counselors

Progress Monitoring Frequency and Tools: multiple times monthly

Incomplete

Progress Notes: Added after November BOY CIP.

December 19: Glow Attendance Party (100% attendance December 8-19)
 411 school-wide participated
 39/79=49% tracked chronically absent & earned reward

January 22: Game Attendance Party (100% attendance January 5-22)

Impact/Implementation Goal 3 Details	Formative Reviews
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of students who are identified as chronically absent will meet attendance goals to increase attendance.</p>	<p>BOY: On Track</p> <p>Beginning of Year Evidence of Progress 23/26=88% met/exceeded attendance goal</p> <p>9 or fewer absences since BOY: 20 out of 26 students= 76.92%</p> <p>10-17 absences since BOY: 6 out of 26 students= 23.07%</p> <p>18 or more absences since BOY: 0 out of 26= 0%</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: Counselors will hold small group sessions with new students on the chronic absenteeism list after the first six weeks

Target Start Date: October 6, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: school counselors will identify new students that are chronically absent

school counselors will hold small group direct counseling services with these students to discuss attendance, build relationships, & address social-emotional and/or academic needs

Staff Responsible for Monitoring: Admin, grade level teachers & school counselors

Alignment to Strategic Plan Objective(s): 2.1

Office/Dept Collaborators: School counseling program

Progress Monitoring Frequency and Tools: Monthly school counselor small group attendance sheet

Incomplete

Progress Notes: BOY

2 self-esteem/attendance groups started 10/31/25: on group for 1st and 2nd

Glows: focusing on positive affirmations and building connections so students want to come to school (students making social-emotional connections); students express excitement when they see the school counselors

Grows: being able to support more students by other mental health professionals

Barriers: Scheduling times that don't conflict with academics or other pull outs (right now only lunch or encore) and conflicts with meeting weekly due to school events or encore needing to use the time for practice PBIS etc. Limited number of students within a group (KG are majority of students chronically absent)

Next Steps: Student attendance relies heavily on parental responsibility. *Increasing opportunities for family engagement to educate on the importance of consistent attendance. School social worker and school psychologist support students within a small group

Significant Action 2: PVES staff will support chronically absent students in need of attendance interventions through Palomino Partners mentoring program (check-in/check-out system)

Target Start Date: August 18, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: mentors record attendance of their mentee

mentors conduct a daily check-in/check-out with their mentee to promote attendance and build relationships/sense of belonging

mentors refer students to appropriate staff (admin, mental health professional, etc) if concerns arise that need to be addressed

Staff Responsible for Monitoring: staff mentors & school counselors

Alignment to Strategic Plan Objective(s): 2.1

Office/Dept Collaborators: School Counseling Department - Palomino Partners Mentoring Program

Progress Monitoring Frequency and Tools: Weekly mentor attendance sheet

Incomplete

Progress Notes: BOY

Grows: staff-student positive relationships are being built, student school attendance has improved; created digital CICO and provided student's contact information to mentor that don't have access to increase home-school communication. There are 9 open spots for mentees due to students not needing daily support based on current attendance data (9 students surpassed their goal in the CICO by being present 90% or more of the time from BOY to 10/31/25).

Grows: Lack of communication with HR teacher on mentee attendance continues. Mentors have difficulty turning in weekly forms to counselors for data tracking. Even after creating an online form for mentors per request and sending email reminders, this continues to be an issue and counselors must complete missing data from the HUB individually for each student. Despite improved attendance for some students, some are still chronically absent.

Barriers: Mentors need a system for themselves to ensure weekly forms are completed

Next Steps: Social-emotional small groups in grades 3-5 will be starting in December.

Impact/Implementation Goal 4 Details	Formative Reviews
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Impact Goal: 100% of teachers will implement school-wide systems to increase student attendance</p>	<p>BOY: Not On Track</p> <p>Beginning of Year Evidence of Progress September: 16/27=59% HR participation October: 13/27= 48% HR participation September-October 6 teachers turned in both sheets</p> <p>Glows: 2 homerooms in the top three both times for most 100% class attendance, recognized 4 homerooms in October (tied for 3rd place), September (132 times 100% class attendance), October (100 times 100% class attendance) Grows: increase HR participation, class difficulty making a full week of 90% attendance or higher Barriers: extra step for teachers, substitute teacher not recording Next Steps: physically go to classrooms to obtain sheet for accountability, doing the calendar attendance with the class to involve them in the process to increase motivation, admin class coverage for the teacher whose homeroom sheet is randomly pulled, snack cart to grade levels that turn in their homeroom sheets</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress November: 25/27=93% HR participation December: January: Glows: Barriers: Next Steps:</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: PVES staff will increase communication with and educate parents regarding the importance of attendance (school events, email/text through School Status, admin attendance conferences, parent-teacher conferences, phone calls, etc.)

Target Start Date: August 18, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: staff (homeroom teachers, front office staff, and admin) will create grade level agendas, Outlook Calendar invites, PPT slides, and or use School Status messages (emails/text) to communicate with parents

Staff Responsible for Monitoring: Admin & grade level teachers

Alignment to Strategic Plan Objective(s): 2.1

Office/Dept Collaborators: Admin & Teachers

Progress Monitoring Frequency and Tools: Weekly Hub (record under student conferences), School Status (emails/text messages), Outlook Calendar meeting invites

Incomplete

Progress Notes: None

Significant Action 2: School participation in flexible in-person instruction (3 hours of instruction outside school hours removes 1 absence)

Target Start Date: October 6, 2025

Target End Date: May 15, 2026

Deliverables/Evidence: Teachers take student attendance in the Hub for those participating within tutoring sessions outside of school hours

Staff Responsible for Monitoring: Admin, All-In-Tutors, & All-In-Tutor Coordinator

Alignment to Strategic Plan Objective(s): 2.1

Office/Dept Collaborators: All-In-Tutoring Program

Progress Monitoring Frequency and Tools: Weekly student attendance

Incomplete

Progress Notes: MOY: All Gr 3-5 students attending All-in-tutoring that participate within the after school program have been coded in the HUB (119 currently enrollment, 16 pending invitations, & 18 more recommended) as of 12/31

All-in-tutoring after school began October 9 for grades 3-5. Began with about 80 participants. Additional students were recommended based upon grade 3 BOY HMH Growth assessment results.

Commitment 3: Family and Community Engagement

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
Explicitly communicate with parents how to support their students' at home	we will build authentic partnerships with families by providing opportunities to inform and engage families in workshop sessions connected to classroom academics	a Gallup mean score of 4.63 or higher in the area of 'family engagement with homework' as measured by 80% or more of families responding positively on the School Advisory Council survey

Strategic Priorities: Family and Community Engagement 1

Impact/Implementation Goal 1 Details	Formative Reviews
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, a Gallup mean score of 4.63 or higher in the area of 'family engagement with homework'</p>	<p>BOY: Not Yet Started</p> <p>Beginning of Year Evidence of Progress N/A</p> <p>MOY: Not Yet Started</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Impact/Implementation Goal 2 Details	Formative Reviews
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: By June 2026, 80% or more of families responding positively to the School Advisory Council survey regarding communication between home and teachers</p>	<p>BOY: On Track</p> <p>Beginning of Year Evidence of Progress 8/19=42% satisfied with communication between home and teachers</p> <p>Glow: Most parents receive monthly communication from teachers (7/19=37%) Receive daily-weekly communication 8/19 = 42% Most are receiving communication through the preferred method (</p> <p>Barriers: make adjustments to survey to gain clearer picture of data (ie. method of communication received v preferred method of communication; grade level; explanation of responses)</p> <p>Next Steps: Add grade level to survey to monitor (celebrate or address) - some next steps suggested by parents are already expected Why are 6 parents dissatisfied with current level of communication? Are parents receiving the monthly grade level newsletter?</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Impact/Implementation Goal 3 Details	Formative Reviews
<p>Impact/Implementation Goal 3</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: 100% of K-5 instructional staff will provide opportunities to inform and engage families in classroom academics.</p>	<p>BOY: On Track</p> <p>Beginning of Year Evidence of Progress 100% of K-5 instructional staff have provided the following activities:</p> <p>September 30: PreK, KG, RISE, Grade 1, Grades 4-5 Back-To-School Night (grade level engagement activity) October 7: Grades 2-3 & Gifted Program Back-To-School Night (grade level engagement activity) October & November: Grade level newsletter (current happenings & tips on how to help at home)</p> <p>Each opportunity families are shown how to do a math and/or reading activity at home with their student. The newsletters provide an additional tip for how they can help their student at home.</p> <p>MOY:</p> <p>Middle of Year Evidence of Progress</p> <p>EOY:</p> <p>End of Year Evidence of Progress</p>

Significant Action 1: Create and send home a grade level monthly newsletter (current and past topics, parent tips, upcoming events) in the family's home language

Target Start Date: September 1, 2025

Target End Date: May 29, 2026

Deliverables/Evidence: K-5 grade level newsletters

Staff Responsible for Monitoring: Admin & grade level teachers

Alignment to Strategic Plan Objective(s): 3.1

Office/Dept Collaborators: School Admin

Progress Monitoring Frequency and Tools: monthly grade level newsletter through School Status using Smore

Incomplete

Progress Notes: BOY

Barriers: PWCS did not allow us to purchase additional S'mores for teachers, which postponed original plan

Grows: The leadership team reconvened to determine an alternative way to get grade level newsletters to parents (accessible and in their L1).
Glows: Grade level newsletters started going home mid-October.
Next Steps: Newsletters go out first week of each month (consistency) & establish framework

Significant Action 2: Provide grade level parent workshops/sessions to help teach parents how to use resources with students at home (opportunity to engage in activities and ask questions)

Fall: K-5 Back-To-School Night by teachers

Fall: K-5 Literacy Night with Title I staff

Winter: K-5 Math Night with Title I staff

Spring: K-2 Literacy/Math night & Grades 3-5 SOL night by teachers

Target Start Date: September 30, 2025

Target End Date: May 29, 2026

Deliverables/Evidence: Grade level/school event agendas or PPTs

Staff Responsible for Monitoring: Admin, grade level teachers, Title I teachers, & SAC committee members

Alignment to Strategic Plan Objective(s): 3.1

Office/Dept Collaborators: School Admin

Progress Monitoring Frequency and Tools: quarterly agendas

Incomplete

Progress Notes: BOY

September 30: PreK, KG, RISE, Grade 1, Grades 4-5 Back-To-School Night (grade level engagement activity)

October 7: Grades 2-3 & Gifted Program Back-To-School Night (grade level engagement activity)

October 29: K-5 Title I Literacy & Math Night

Glows: parents liked getting materials (station format - interaction with materials/resources), increase in participation from the same time from last year, increased parent knowledge of Title I programs and funding

Grows: despite increased participation still need to increase participation, increase teacher promotion of events and teacher participation

Barriers: language barriers

Next Steps: increase number of interpreters, create a sign-up sheet for teachers to volunteer, Title I team send blurb for teachers to advertise events through grade level newsletter, PA announcements to excite students

Commitment 4: Organizational Coherence