

Prince William County Public Schools

Signal Hill Elementary

2025-2026 School Continuous Improvement Plan

Mission Statement

- We provide a learning environment that is fun, safe, loving, engaging, and inclusive.
- We provide opportunities and expectations for academic excellence, healthy habits, and social/emotional prosperity.
- We are committed to working together as a family and partnering with our community to complete our mission.

Vision

The Signal Hill Family, students and staff, will all strive to Go the Extra Mile and Do what is Right in our Hearts by caring, believing, and achieving beyond expectations.

Value Statement

- S - Strength** (strong relationships with students and community)
- H- Hope** (Believe in students and one another.)
- E- Excellence** (high expectations and rigor)
- S- Success** (results through strength, hope, and excellence)

Signal Hill is comprised of 780 Students. 10.8% of our students are Asian, 36.3% Hispanic, 11.3% Black, 33.3% White, and 7.8% two or more races. We are committed to providing all our students with an excellent education. We are focused on raising our reading and math scores overall with a focus on our English Language Learners, building our community involvement, and building the culture in our school with students and staff members.

At Signal Hill, in order to achieve our mission, vision, and core values, we believe in understanding, reviewing, and instilling our Panda Essentials every day. This is a collective effort and partnership with our school staff and community as we work together to teach students to represent these essentials into their daily lives.

*At Signal Hill Elementary, **We ALWAYS GO THE EXTRA MILE, and we do what is RIGHT in our HEARTS** by caring, believing, and achieving beyond expectations!*

These Essentials will help us get there....

PANDA ESSENTIALS

- **We are a Panda Family!** We know this because we treat others with love, kindness and respect.
- **Pandas always show respect to others!** We do this when we refer to people by name, make eye contact, are honest, help others when needed, and follow directions from others.
- **Pandas are good citizens!** We know this when we are positive, trustworthy, self-reliant, and encouraging to others. We ALWAYS show self-discipline, and never ask for a reward.
- **Pandas are responsible digital citizens!** We know this because we are kind, respectful, and appropriate when using technology.
- **Pandas are engaged learners!** We know this because we actively participate in our learning by asking and answering questions, sharing thoughts and ideas, and we do excellent work to show our understanding.

- **Pandas are NOT work avoiders!** We know this because we do not withdraw in class or disrupt the learning of others.
- **Pandas have appropriate and mature dialogue with teachers and peers!** We do this when we give others complete attention, ask questions, and we answer in complete sentences.
- **Pandas respect the learning environment!** We show this when we walk down the hallways at voice level zero and when we walk quickly and quietly with our hands down by our side.
- **Pandas can identify their strengths and weaknesses!** We know this when we have weekly discussions and data talks with our teachers.
- **Pandas follow the ESSENTIALS everywhere we go and no matter who is in charge!** We know this when we are respectful in the cafeteria, on the bus, in the classroom, at home, and in the community.



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Comprehensive Needs Assessment

Learning and Achievement for All

Learning and Achievement for All Current State

The below information summarizes our current state for Learning and Achievement at Signal Hill Elementary School. Please note that the SOL (Standards of Learning) Assessment scores that are noted are based on unadjusted rates with no growth points added. Growth points are added in for final accreditation and include points for student growth on both the SOL tests for students remediated throughout the year, and growth on ACCESS testing for our English Language Learners.

In the area of Literacy, we were working on all new Va. State Reading SOLS. Our Reading SOL scores for the 2024-25 school year showed an 78.5% unadjusted overall pass rate. This is an 1.5% decrease from last year as our unadjusted pass rate was 80%. We are behind the federal benchmark by 3.5%. However, we continue to be well above our 22-23 pass rate at 72.37% while incorporating all new Virginia State Standards. We will focus on exceeding the federal benchmark through this year's, CSIP this coming year. This year, our Asian subgroup showed a 86% pass rate. Our Black subgroup showed a 82.5% pass rate. Our economically disadvantaged students showed a 63.9% pass rate (9% below federal target), and our students with disabilities sub group showed a 58.4% pass rate which is 6% lower than the federal target. This is a 9% decrease from last year in our overall unadjusted Sped Pass rate. This subgroup will be an area of focus. Over the last two years, we have identified our ELL subgroup as an area of close watch. Our Hispanic subgroup showed a 63.9% unadjusted pass rate. Our ELL (English Language Learner) subgroup showed an unadjusted pass rate of 49.4% which is a 5% decrease from the 23-24 school year and is 18% below the federal target, however, still a 10% increase from the 22-23 school year where the unadjusted pass rate was 39.13%. Our ELL subgroup scores are still not meeting federal benchmark and need to continue to be an area of focus. Our New HMH Reading Growth Data shows that 10.5% of our students are above reading level, 34.7% are on reading level, 14.3% are below reading level, and 14.5% are far below level. Our New VALLS K-2 State Literacy Screener showed that 53.6% of our students are at low risk for developing reading difficulties, 21% are at moderate risk, and 25.4% of our students are at high risk. Our unit HMH literacy assessments in grades 2-5 have averaged at 60.6% mastery of skills. While these assessments were more difficult and required grade level vocabulary knowledge, fluency and comprehension, they effectively prepared us for the SOL assessments. These are all new, more rigorous assessments from the state. We will use these results as a starting point for our goals in this CSIP plan.

We have started to increase our Co teaching opportunities within our classrooms. In addition, our school has been focusing on the Seven Steps Strategies and the instructional implementation of those strategies. These strategies are beginning to yield results for all of our students. Our school wide focus has been on making sure each lesson produces an aligned "quality" tasks that allow students to demonstrate the understanding of the skills taught.

Signal Hill Definition...

A high-quality task should be rigorous and differentiated while being aligned to the curriculum framework. It is an opportunity to demonstrate and justify the understanding of the standard through written communication, oral communication, or problem solving, while also providing meaningful connections using multiple domains. The task should facilitate active engagement for students.

These tasks could include Productive talk, Collaboration, Student Choice, and Exploration.

As a literacy focus, we are working on providing explicit and systematic phonics and grammar instruction. We have worked to be more purposeful and explicit with our spelling and vocabulary instruction. We are also focused on providing purposeful opportunities for reading and writing while embedding opportunities to have structured and unstructured activities for students to meaningfully communicate and collaborate on their understanding. Our teachers are focused on utilizing summarizing strategies that are vertically aligned and that build upon the previous year. Thus, we believe that these focus areas have led to an increase in our scores. However, we need to continue these practices with fidelity as we are not yet to the District Strategic Plan goal of 85% SOL pass rate.

In the area of Math we were working on new Va. State Math SOLs. Our Math SOL scores for the 2024-25 school year showed an 82.7% unadjusted pass rate which is a 1.8% decrease from the 2023-24 school year which showed an 84.43% unadjusted pass rate. This is still a 5% increase from the 22-23 school year as our unadjusted pass rate was 77.51%. Our Asian subgroup showed a 90.9% pass rate. Our Black subgroup showed a 80% pass rate. Our Hispanic subgroup showed a 70.1% pass rate. Our economically disadvantaged subgroup showed a 68.8% pass rate, and our SWD showed a 54.5% pass rate. Our SWD subgroup dropped 14% this year and is below the federal target by 6% as this will be an area of focus for us. Our ELL (English Language Learner) subgroup showed an unadjusted pass rate of 61.4% which is a 1% decrease from last year and an 8% increase from the 22-23 school year where the unadjusted pass rate was 44.59%. This year our ELL subgroup missed the Federal benchmark of 64% by 4 percentage points. We will continue to monitor this closely over the next year.

Our Math Unit Assessments over the 24-25 school year showed an overall mastery and proficiency rate of 62.40% for 3rd grade, an overall mastery/proficiency rate of 47.7% for 4th grade, and an overall mastery and proficiency rate of 59% for 5th grade. These scores will be a starting point for our goals for the 25-26 school year. These scores are based on a mastery/proficiency rate of SOL strands not the overall average of performance as indicated on last year's CSIP plan.

As a school we are working on providing opportunities for students to increase their math automaticity. We are also focused on our problem-solving skills using the process goals of mathematics as we are providing meaningful tasks that provide purposeful opportunities to meaningfully communicate and collaborate on student understanding of mathematics through representation, oral and written communication, and justification at all cognitive demand levels. Our teachers are focused on utilizing math strategies and vocabulary that are vertically aligned and that build upon the previous year. Thus, we believe that these focus areas have led to an increase in our scores. Continued strengthening of these instructional strategies should allow us to meet or exceed the district standard of 85% SOL pass rate in mathematics.

In the area of science, our SOL scores for the 2024-25 school year showed a 74.8% unadjusted pass rate. This is a 6% increase from last year as our unadjusted pass rate was 69%. We did make our goal to exceed a 70% pass rate on the Science SOL. Science unit tests show overall mastery and proficiency rates of 50% for 4th grade and an overall 52% rate for 5th grade. Science will continue to be an area of focus for us. As a school we are working to plan and deliver instruction using the 5 E model. We want to increase opportunities for students to do the

following

- o Engage: Get students interested and involved in the lesson.
- o Explore: Help students build their own understanding through activities like lab investigations.
- o Explain: Provide oral and written opportunities for students to communicate their understanding.
- o Elaborate: Allow students to use their new knowledge and explore its implications.
- o Evaluate: Determine how much learning and understanding has taken place.

We are looking forward to strengthening our practice as we move into the 25-26 school year.

Our SOL Impact Goals for 25-26 will reflect that.

Signal Hill ES												
Accreditation Status												
100% of PWCS schools will be accredited by VDOE.		ELA			Math			Science				
	SY23-24: Accreditation Designation based on SY22-23 Data	L1			L1			L1				
	SY24-25: Accreditation Designation based on SY23-24 Data	L1			L1			L1				
Federal Identification	SY23-24											
	SY24-25											
English Language Arts												
Division Goals	School Data											
85% of students in grades 3-5 will pass Reading SOL.		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY22-23	72.37%	68.52%	71.96%	76.27%	78.05%	71.43%	56.76%	82.26%	53.97%	39.13%	67.92%
	SY23-24	78.87%	78.05%	75.68%	83.33%	86.67%	79.41%	67.83%	85.71%	64.34%	53.49%	59.72%
	SY24-25	78.5%	74.4%	80.2%	80.6%	85%	82.5%	63.9%	89.7%	63.9%	49.4%	58.4%

Signal Hill ES												
All student groups in grades 3-5 will increase pass advance rates on Reading SOL by 10 percentage points.		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY22-23	15.92%	12.96%	16.82%	17.80%	17.07%	2.86%	9.01%	24.19%	6.35%	2.90%	11.32%
	SY23-24	17.26%	12.20%	18.02%	22.55%	20.00%	8.82%	12.17%	22.22%	8.39%	4.65%	8.33%
	SY24-25	19.6%	14.2%	19.8%	14.6%	25.6%	27.3%	5.3%	24.1%	7.4%	0.0%	3.9%
80% of elementary students will be Reading on grade level by grade three.		VALLS (# and % Low Risk Band)					HMH Growth Measure (# and % On & Above Grade Level)					
		Overall		K	1st	2nd	Overall		2nd	3rd	4th	5th
	SY22-23						63.07%		74.02%	65.66%	54.46%	55.96%
	SY23-24						66.89%		72.00%	73.95%	57.00%	62.00%
	SY24-25	53.6%		75%	72.81%	55.35%	68.03%		66.36%	68.97%	71.90%	63.92%
English Learner Progress: Federal Targets & School Rates												
Growth Percentage	Assessment Year SY22-23	Target	Rate	Assessment Year SY23-24	Target	Rate	Assessment Year SY24-25	Target	Rate			
		52	51.30%		54	61.79%		56	45.5%			

Signal Hill ES												
Math												
Division Goals		School Data										
		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
85% of students in grades 3-5 will pass Math SOL.	SY22-23	77.51%	78.18%	75.70%	78.51%	92.68%	77.14%	64.04%	84.13%	61.24%	44.59%	60.38%
	SY23-24	82.46%	81.60%	77.88%	88.46%	93.33%	76.47%	66.94%	95.24%	70.07%	60.87%	61.11%
	SY24-25	82.7%	82.1%	75.9%	92.2%	86.4%	80%	70.1%	95.7%	68.8%	61.4%	54.5%
All student groups in grades 3-5 will increase pass advance rates on Math SOL by 10 percentage points.		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
	SY22-23	17.16%	11.82%	14.02%	24.79%	26.83%	5.71%	7.89%	25.40%	6.20%	4.05%	9.43%
	SY23-24	21.05%	21.60%	11.50%	30.77%	30.00%	8.82%	9.09%	35.71%	6.80%	4.35%	8.33%
	SY24-25	28.8%	17.96%	20.3%	33%	28.2%	7.2%	8.5%	30.6%	9.2%	4.5%	3.9%
Math End of Unit Assessments		3rd			4th				5th			
	SY24-25	63.02%			46.97%				55.13%			

Signal Hill ES									
Science									
Division Goals	School Data								
		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
85% of student groups in 5th grade will pass the science SOL.	SY22-23	65.29%	78.95%	76.92%	37.14%	74.47%	42.50%	24.00%	41.18%
	SY23-24	69.23%	87.50%	55.56%	54.55%	78.72%	57.89%	33.33%	33.33%
	SY24-25	74.8%	81.5%	68.2%	45.6%	76.6%	46.7%	53.3%	33.3%
All student groups in 5th grade will increase pass advance rates on science tests by 10 percentage points.		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY22-23	14.05%	5.26%	7.69%	5.71%	23.40%	0.00%	0.00%	11.76%
	SY23-24	19.23%	37.50%	11.11%	3.03%	27.66%	2.63%	0.00%	11.11%
	SY24-25	30.5%	14.8%	9.1%	4.4%	25.5%	10%	6.7%	9.5%
Science End of Unit Assessments		4th				5th			
	SY24-25	49.75%				54.38%			

Learning and Achievement for All Desired Future State

We are looking forward to continuing to strengthen our practice in all areas as we move into the 25-26 school year.

Our Literacy Impact Goals next year will include the following: Students in grades 3-5 will show an 83% overall unadjusted pass rate on the Literacy SOL Tests. Our ELL subgroup will show a 55% unadjusted pass rate on the Literacy SOL Tests and our students with disabilities (SWD) will show a 63% unadjusted pass rate on the SOLS. Our State Literacy Screener has changed for the upcoming year and will include Kg- 5th grade. In addition, the measure will indicate students that are low risk, medium risk, and high risk. Our goal will change to include that our high-risk student range stay below 10% for Kg-1st grade. In addition our HMH assessments need to show an overall 75% of students grades 2-5 on or above grade level by the end of the year. Our HMH growth assessments need to show a 50% of our ELL subgroup on or above grade level by the EOY.. In addition, 80% of students Grades 3-5 should be on grade level by the end of the year according to HMH growth assessments. Students in grades 2nd-5th will show an overall average of 70% mastery/proficiency on HMH unit assessments by the end of the year. Students in our ELL and SWD subgroups will show a 50% overall mastery and proficiency average on all unit HMH assessments by the end of the year.

Our math Impact Goals next year will include the following: Students in grades 3-5 will show an 87% overall unadjusted pass rate on the Math SOL Tests. Our ELL subgroup will show a 67% unadjusted pass rate on the Math SOL Tests. Our SWD subgroup will show a 60% unadjusted pass rate on our SOL tests. Our students in grades 3-5 will show a 30% Math pass advanced rate on the Math SOLs. Students in grades 3-5 will score 75% overall average of mastery and proficiency rates on their unit assessments in grades 3-5 by the End of the year. Students in our ELL subgroup, grades 3-5, will score 58% average of mastery and proficiency or above on each unit math assessment by the

end of the year. Students, grades 3-5, will show an overall average of 30% mastery rate on each unit assessment by the end of the year. Students in our SWD subgroup will score a 50% average of mastery and proficiency or above on each unit math assessment by the end of the year.

As we strengthen our practices in science planning and implementation of the 5E model, Students in 5th Grade will show a 78% overall unadjusted pass rate on the Science SOL Tests. Our students in grades 4th grade and 5th grade will show an overall average of 70% on mastery and proficiency on their unit assessments by the end of the year.

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1: To improve Math Achievement overall with focus on ESOL and SWD score increase on state and unit assessments. To improve grade 3-5 increase including math pass advanced/mastery rates on state and unit assessments.

Root Cause: We have started our focus on math automaticity and math fluency through number sense routines, however, we have not yet established school wide consistency with implementation or our data checks . We have created a problem solving structure for our building, however, we do not yet have consistency school wide with the practice.

Strategic Priority 2: To improve Reading Achievement overall with a continued focus on our ELL and SWD populations. Grades 3-5 will increase state assessments and HMH Scores. Grades Kg - 1st will also decrease the high-risk students to less than 10%.

Root Cause: As a school, we have started to strengthen our continued opportunities for purposeful reading and writing tasks incorporated into the lesson. We have not all been consistent. In addition, teachers in grades 3-5 have not been providing a consistent, structured literacy component to the literacy block.

Strategic Priority 3: To improve Science Achievement Overall.

Root Cause: We have not dedicated CLT time to incorporating the 5E Instruction Model for Science.

Positive Climate and Culture

Positive Climate and Culture Current State

A positive climate and culture is important to our overall school improvement. We have been focused on attendance and overall feelings of belongingness and satisfaction with both our students and staff members.

According to end of the year data, our school decreased our end of year absenteeism rate by 1% as we currently have a chronic absenteeism rate of 10.89% . We met our 24-25 CSIP Goal of 12% or less. This, however, will continue to be an area of focus for us as we need to continue to maintain or continue to decrease our chronic absenteeism rate.

According to the end of the year Gallup Poll, our student satisfaction ratings are commensurate with the division's overall grand mean. Signal Hill data showed a slightly higher elevated mean for student engagement, and student belonging. However, a slightly lower overall mean in student hope and social emotional learning. Our school survey shows that 91% of students feel that SHES has a positive and supportive climate. While our school wide data shows high results for school climate, our school improvement team would like to focus a bit more on the Gallup survey with a focus on student hope and social emotional learning which can best be addressed through strengthening of student teacher relationships. This will continue to be an area on our school improvement plan as we desire consistent results from all of our data points on student feelings of climate and culture. It is important to note that faculty and staff believe that we need to better work on student connections as we are not consistently focusing on students positively especially those in our more vulnerable populations. This will be our main area of focus for next year.

Faculty and staff have also reported that 90% feel supported and engaged at Signal Hill. This number has been consistent over the last few years and has increased 8% points in the last three years. We will continue to monitor this as we do not want to decrease in this area. It is important that staff are engaged and have a belief in the school vision and mission.

Our CSIP plan also maintained a focus on our Panda Essentials and time spent in the classroom discussing the importance of these initiatives. In house school surveys showed 88% of students reporting that the Panda Essentials were discussed daily in the classroom. These essentials will continue to be a focal point in our building with Positive Referrals to reinforce the behavior.

Our percentage of students receiving exclusionary discipline practices is at 2.4% with all subgroups within 4% points of the average. Our school exclusion discipline practices are low, as much of our students adhere to the high expectations and reinforcement of our core Panda Essentials.

Division Goals & School Data
Chronic Absenteeism: 5% decrease in students who are chronically absent.

Division Goals & School Data														
	Overall	K	1st	2nd	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
SY22-23	14.94%	19.05%	20.74%	16.43%	9.32%	12.28%	10.77%	17.58%	9.76%	21.01%	9.93%	17.79%	16.23%	16.67%
SY23-24	11.48%	15.79%	13.11%	11.59%	9.09%	10.08%	8.04%	12.79%	2.33%	18.41%	6.92%	15.50%	14.41%	18.47%
SY24-25	10.89%	13.33%	11.63%	8.33%	9.15%	8.63%	14.40%	3.85%	6.25%	19.06%	8.49%	19.10%	15.81%	12.79%

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
SY22-23	0.36%	0.00%	0.00%	0.71%	0.00%	0.00%	1.54%	0.00%	0.00%	0.00%	0.69%	0.30%	0.00%	0.60%
SY23-24	3.10%	1.97%	3.28%	0.72%	3.03%	7.56%	2.68%	0.00%	4.65%	3.61%	2.69%	3.95%	2.54%	7.01%
SY24-25	1.73%	2.00%	2.33%	0.00%	2.11%	1.44%	3.20%	0.88%	4.72%	1.02%	2.14%	2.78%	1.19%	3.61%

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	4.08	3.66	58%	32%	11%
Student Hope		4.07	4.11	% Hopeful	% Stuck	% Discouraged
				35%	41%	24%
Student Belonging		3.83	3.52			
Student Social & Emotional Learning		3.47	3.57			

Positive Climate and Culture Desired Future State

While our school decreased our Chronic Absenteeism rate from 23-24 to 24-25, our current absenteeism rate is 10.89%. Our subgroup with the greatest attendance concern is in our Hispanic Subgroup as the chronic absenteeism rate for this subgroup was 17.6% over 8% higher than our average subgroup rate. This will be our area of focus for the upcoming school year.

Due to the Gallup results around student hope and social emotional learning, there will be a focus this year on targeted professional development for our staff on behavior management and relationship building with targeted surveys that will be conducted by teachers in an effort to understand the student population in their classrooms. Overall, we would like to see the hope and social emotional learning domains of the poll increase to above division average, by the end of the 24-25 school year.

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1: To improve student reporting of hope and positive social emotional learning.

Root Cause: Staff members are not consistently fostering positive relationships with students in more vulnerable situations such as poverty, neglect, and or learning problems.

Strategic Priority 2: Continue to improve chronic absenteeism rates with a focus on our non English Speaking Families.

Root Cause: We have not specifically provided consistent opportunities for our non English speaking population to receive the support and connection that is needed to improve attendance.

Family and Community Engagement

Family and Community Engagement Current State

Our school would not be successful without positive and strong family and community engagement.

Our Gallup Poll data shows that parents overall feel positively about our school environment, personalized learning, communication and involvement, and leadership as the overall grand mean is higher than the division average. Parents report slightly below the average in family engagement and academic standards. Our focus for the upcoming school year will be continuing to strengthen family engagement.

Our school has robust PTO (Parent Teacher Organization) partnership. Through our PTO we have partnered with Texas Roadhouse and Crumble Cookies throughout the year. We had our own partnership with Patient First where we were given a grant to help support our new outdoor space along with our amazing PTO support.

We have a home parent liaison who has been actively working in our school since 22-23. She has made significant connections with our non-English speaking families, and she is a part of our PTO, and she is a member of our Principal Parent Advisory Council (PPAC).

We created a new Parent Advisory Council (PPAC) during the 22-23 school year. This advisory council has continued, and it is one of the more active, highly functioning, elementary advisory councils at the elementary level. This upcoming year we want to keep our advisory council strong.

Signal Hill ES		
Commitment 3: Family and Community Engagement		
		Overall
85% of schools will have high-functioning advisory councils that provide families opportunities to engage in collaborative decision-making as authentic partners in education.	SY24-25	We have a highly functioning advisory as based on the PWCS Rubric 21/21.
Family & Community Satisfaction School Data		

Signal Hill ES				
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean	
Family Engagement	24-25	3.93		4.03
School Environment		4.03		4.00
Academic Standards		3.74		3.83
Personalized Learning		3.98		3.97
Communication and Involvement		4.04		3.94
Leadership		4.11		4.07

Family and Community Engagement Desired Future State

Our goal is to improve our family engagement and academic standards with our families as increasing our Gallup results to above the division average by the end of the 25-26 school year.

Our goals for next year continue to include that 100% of our teachers to be clearly communicating with each family through direct messaging regarding specific instructional practices and activities in the classroom. This is in addition to weekly Panda Updates from the school administration.

In addition, our parent liaison will work with administration and ESOL teachers to have at least 10% representation from our non English Speaking families at our PTO/PPAC Events. We want to intently work on extending our open conversations regarding our school with our non English Speaking families.

As a part of our communication endeavor, we want parents to see teacher representation at all PTO and PPAC meetings. This will also assist with disseminating information and communication regarding those meetings back to the staff.

Through our advisory during the upcoming 25-26 school year, we want to continue to work on strong communications with our families in all facets to include classroom teacher communication, administrative communication, and communication and involvement through out PTO and PPAC. Our advisory council focus this year will be to address concerns with our academic standards through educational opportunities, question/answer, and reflection with a push to develop more family engagement with our non English speaking families through separate PPAC opportunities with that community.

We firmly believe that we can not *"Go the Extra Mile, and do what is RIGHT in our Heart"* without the strong communication and

partnership from our families and community.

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1: To continue a "highly effective" advisory council through strengthening our family engagement as a whole.

Root Cause: We have not maintained a specific focus on family engagement in each of our advisory topics to include more entry points for our non English speaking families.

Strategic Priority 2: To strengthen our academic standards through consistent communication and involvement from our families.

Root Cause: We have not educated our families on our instructional areas of focus consistently through updates to parents and Principal Advisory Council.

Strategic Priorities

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes
- State and federal planning requirements

Accountability Data

- State assessment performance report
 - SOL, VALLS, VKRP
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- Migrant

- At-risk
- EL
- Section 504 data
- Homeless data
- Foster
- Gifted and talented data
- Dyslexia data
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Social Emotional Learning
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- School leadership data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Community surveys and/or other feedback
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Organizational structure data
- Master schedule
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity building resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If teachers, K-5, build decoding skills, provide purposeful fluency building activities, and use a set of building comprehension strategies to include reading and writing,	students will independently and fluently recognize and read words while increasing complexity and build comprehension skills	which will lead to an overall unadjusted EOY, SOL pass rate of 83% with ELL rate at 55% and SWD rate at 63% . This will also be evidenced in Kg-1 with an EOY high risk rate of no more than 10%. In addition, EOY growth data will show that 75% of students or more are on grade level.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 83% of students will pass the 2025-26 Reading EOY SOLS using unadjusted rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 63% of our SWD will pass the 2025-26 EOY SOLs using unadjusted pass rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: 55% of our ELL students will pass the 2025-26 EOY SOLS using unadjusted pass rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Impact Goal Impact Goal: Students will average 70% mastery/proficiency on HMH Unit Assessments Grades 2nd-5th.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 5 Details	Formative Reviews		
Impact/Implementation Goal 5 Goal Type: Impact Goal Impact Goal: ELL students will average 50% mastery/proficiency on HMH Unit Assessments Grades 2-5.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 6 Details	Formative Reviews		
Impact/Implementation Goal 6 Goal Type: Impact Goal Impact Goal: SWD will average 50% mastery/proficiency on HMH Unit Assessments Grades 2-5.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 7 Details	Formative Reviews		
Impact/Implementation Goal 7 Goal Type: Impact Goal Impact Goal: 10% or less students in K-2 will be identified as high risk by the end of the year as evidenced through VALLS assessment.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 8 Details	Formative Reviews		
Impact/Implementation Goal 8 Goal Type: Impact Goal Impact Goal: 75% or more of students will be on reading grade level by the end of the 25-26 school year as evidenced in the EOY HMH Growth Assessments.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 9 Details	Formative Reviews		
Impact/Implementation Goal 9 Goal Type: Implementation Goal Implementation Goal: 100% of teachers K-5 will incorporate Literacy Foundational Skills into the literacy block that systematically and explicitly teach reading skills in phonology, phonics, morphology, syntax and semantics allowing adequate time for aligned teacher instruction and student practice of targeted skill as measured by #3 on the foundational walk through tool.	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development time will be offered with a specific focus on 3-5 to train teachers on how to incorporate foundational skills into the literacy block and how to track student progress.

Target Start Date: August 21, 2025

Target End Date: December 26, 2025

Deliverables/Evidence: PD Material, Dates

Staff Responsible for Monitoring: Reading Specialists

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1.1

Office/Dept Collaborators: Admin and Coaches Team

Progress Monitoring Frequency and Tools: UFLI and Foundational Quick Checks

Incomplete

Progress Notes: None

Impact/Implementation Goal 10 Details	Formative Reviews		
Impact/Implementation Goal 10 Goal Type: Implementation Goal Implementation Goal: 100% of students grades 3-5 will practice foundational skills with written and oral tasks that are aligned to content and skills both out of context and with connected text as measured through #4 in the foundational skills walkthrough tool.	Formative		
	BOY	MOY	EOY

Significant Action 1: Using the CLT Rotation Schedule, Coaches and Teachers will dedicate a monthly CLT meeting to discuss foundational skill plans, data, and strategies used in the classroom.

Target Start Date: September 1, 2025

Target End Date: April 3, 2026

Deliverables/Evidence: CLT/Grade Level Meeting Notes

Staff Responsible for Monitoring: Classroom Teachers / Reading Specialists

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: Reading Specialists

Progress Monitoring Frequency and Tools: Foundational walkthrough tool

Incomplete

Progress Notes: None

Impact/Implementation Goal 11 Details	Formative Reviews		
Impact/Implementation Goal 11 Goal Type: Implementation Goal Implementation Goal: 100% of teachers will offer lessons that employ high quality questions and tasks both oral and written that integrate the state standards and build comprehension of text(s) and its meaning as measured by #3 in the reading comprehension walk through tool.	Formative		
	BOY	MOY	EOY

Significant Action 1: Using the CLT Rotation Schedule, Teachers will dedicate a monthly discussion involving specific agreed upon standards from a HMH Module and creating a high quality task with specialist analysis of differentiation , scaffolds, and extensions of that task, followed by a student work analysis opportunity of that task using a standards based rubric.- in the next CLT rotation .

Deliverables/Evidence: CLT Grade Level Meeting Notes

Staff Responsible for Monitoring: Reading Specialists, all teachers

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: Reading Specialists

Progress Monitoring Frequency and Tools: Reading Comprehension Walk through tool

Incomplete

Progress Notes: None

Significant Action 2: Students below the benchmark on the 24-25 SOLS will be invited to attend ALL In Tutoring for lessons that employ high

quality questions and tasks both oral and written that integrate the state standards and build comprehension of text(s)

Target Start Date: September 1, 2025

Target End Date: April 1, 2026

Deliverables/Evidence: All in tutoring attendance List

Staff Responsible for Monitoring: Administrative Intern

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: Administration

Progress Monitoring Frequency and Tools: Student assessment and attendance

Incomplete

Progress Notes: None

Impact/Implementation Goal 12 Details	Formative Reviews		
Impact/Implementation Goal 12 Goal Type: Implementation Goal Implementation Goal: 100% of students will show ownership over their thinking through speaking/listening, reading, and or writing; making meaning of texts, talking and asking questions about other's thinking to improve understanding, providing text evidence to support their ideas, and making connections to text as evidenced through #4 of the Reading Comprehension Walk through Tool.	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development time will be offered with a specific focus on K-5 to train teachers on how to incorporate productive talk moves into the literacy block to enhance student ownership over their learning.

Deliverables/Evidence: Dates of the Training
Materials Used

Staff Responsible for Monitoring: Reading Specialist

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: Reading Specialists

Progress Monitoring Frequency and Tools: Reading Comprehension Walk through tool

Incomplete

Progress Notes: None

Significant Action 2: Our Reading Vertical Team will meet three times throughout the school year to support vertical alignment in student work analysis rubric and to also support vertical comprehension practices K-5 to include writing and summarizing text.

Target Start Date: September 2, 2024

Target End Date: February 2, 2026

Deliverables/Evidence: Meeting Dates
CLT Discussion share out to team

Staff Responsible for Monitoring: Administration, Reading Specialists, Vertical Team

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: Reading Specialists

Progress Monitoring Frequency and Tools: Qualitative Data Notes on Team Meetings

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 teachers teach clear and concise mathematical language to support the understanding of math concepts, and incorporate high quality instructional practices involving number sense routines and problem solving practices	then students will demonstrate their understanding of mathematical concepts and show ownership through using mathematical language, asking questions, problem solving, communicating, representing, justifying, and explaining their thinking	which will lead to an overall unadjusted EOY, SOL pass rate of 87% with the ELL pass rate at 67% and the SWD pass rate at 60%. In addition, 30% of our students will demonstrate a pass advanced rate on the Math EOY SOL.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 87% of students will pass the 2025-25 Math EOY SOLS using unadjusted pass rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 67% of our ELL students will pass the 2025-26 Math EOY SOLS using unadjusted pass rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: 60% of our SWD will pass the 2025-26 Math EOY SOLS using unadjusted pass rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Impact Goal Impact Goal: 30% of students will show a pass advanced rate on the 2025-26 SOL tests.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 5 Details	Formative Reviews		
Impact/Implementation Goal 5 Goal Type: Impact Goal Impact Goal: Grades 3-5 will demonstrate mastery/proficiency rates to average 70% by the EOY on unit tests.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 6 Details	Formative Reviews		
Impact/Implementation Goal 6 Impact Goal: Grade 3-5 ELL students will demonstrate mastery and proficiency rates to average 60% on all unit tests by the EOY.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 7 Details	Formative Reviews		
Impact/Implementation Goal 7 Goal Type: Impact Goal Impact Goal: Grades 3-5 SWD will demonstrate mastery and proficiency rates to average 55% on all unit tests by the EOY.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 8 Details	Formative Reviews		
Impact/Implementation Goal 8 Goal Type: Implementation Goal Implementation Goal: 100% of teachers will facilitate high quality math routines that promote mathematical language, student communication, representation, justification, and explanation of mathematical concepts as measured by the "high quality instructional practices" portion of the PWCS math walkthrough tool.	Formative		
	BOY	MOY	EOY

Significant Action 1: 100% of Teachers will be trained in the BTC (Building Thinking Classrooms) Routines and will target 4 chapters in the book during the 24-25 school year to include all special education, ESOL, and Encore teachers.

Target Start Date: September 1, 2025

Target End Date: April 1, 2026

Deliverables/Evidence: Dates and PD Material

Staff Responsible for Monitoring: Math Coach and Administrators

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: Math Coach

Progress Monitoring Frequency and Tools: Walk through tool

Incomplete

Progress Notes: None

Impact/Implementation Goal 9 Details	Formative Reviews		
Impact/Implementation Goal 9 Goal Type: Implementation Goal Implementation Goal: 100% of students will exhibit key mathematical practices while engaging in mathematical content through using mathematical language, problem solving, communication, representation, justification and explanation as measured through the "student ownership" portion of the PWCS Math Walkthrough tool.	Formative		
	BOY	MOY	EOY

Significant Action 1: The Math Vertical Team will meet three times a year to focus on creating vertical processes for number sense routines, daily problems of the day, and anchor chart/brain dump strategy continuation for K-5.

Deliverables/Evidence: Meeting Dates and Discussion
CLT Share outs to staff

Staff Responsible for Monitoring: Administration, Math Coach

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: Math Coach

Progress Monitoring Frequency and Tools: Qualitative Data and Notes

Incomplete

Progress Notes: None

Significant Action 2: ESOL Teacher will send home math vocabulary books for students with translation on the back for practice.

Target Start Date: September 1, 2025

Target End Date: November 3, 2025

Deliverables/Evidence: Vocabulary books

Staff Responsible for Monitoring: ESOL Teachers, Administration

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: ESOL TEAM

Progress Monitoring Frequency and Tools: Math unit assessment ELL data

Incomplete

Progress Notes: None

Significant Action 3: Students will below benchmark scores on 24-25 SOL tests will be invited to attend all in tutoring for practice on computation and problem solving skills.

Target Start Date: September 1, 2025

Target End Date: April 1, 2026

Deliverables/Evidence: Attendance List for All in Tutoring

Staff Responsible for Monitoring: Administrative Intern

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1

Office/Dept Collaborators: Administration; Teachers

Progress Monitoring Frequency and Tools: Student assessment and attendance log

Incomplete

Progress Notes: None

Impact/Implementation Goal 10 Details	Formative Reviews		
Impact/Implementation Goal 10 Goal Type: Implementation Goal Implementation Goal: 100% of teachers will make connections through daily number sense routines to build math fluency and improve math automaticity as measured by quarterly growth assessments.	Formative		
	BOY	MOY	EOY

Significant Action 1: Using the CLT Rotation Schedule, teams will discuss monthly high yield number sense routines and discuss student work from those routines with ELL teachers and Special Education Teachers Present.

- Deliverables/Evidence:** Dates and notes from CLT discussions.
- Staff Responsible for Monitoring:** Teachers, specialists, administrators
- Alignment to Strategic Plan Objective(s):** Commitment 1 Objective 1.1
- Office/Dept Collaborators:** Math Coach
- Progress Monitoring Frequency and Tools:** Student Data per unit
- Incomplete**
- Progress Notes:** None

Impact/Implementation Goal 11 Details	Formative Reviews		
Impact/Implementation Goal 11 Goal Type: Implementation Goal Implementation Goal: 100% of Students will participate in weekly whole group fact automaticity routines as measured by quarterly growth assessments.	Formative		
	BOY	MOY	EOY

Significant Action 1: Using CLT Rotation Schedule, quarterly growth assessment data will be reviewed, discussed, and documented monthly with grade level teams with ELL teachers and Special Education Teachers Present.

- Deliverables/Evidence:** Data Documentation
- Staff Responsible for Monitoring:** Math Coach, Teachers, Administrators
- Alignment to Strategic Plan Objective(s):** Commitment 1 Objective 1.1
- Progress Monitoring Frequency and Tools:** Quarterly Growth Assessments

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 use dedicated CLT rotation schedule to focus on the continued incorporation of the evidence based 5 E Model for science (EB) and plan activities for science that use the "Claim, Evidence, Reasoning" format	then students will participate in hands on activities and justify their thinking through verbal and written tasks	which will lead to at least a 78% pass rate on the grade 5 science SOL at the EOY, in addition to a 4th and 5th grade overall unit science EOY pass rate of 70% by the EOY.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 78% of 5th Grade students will pass the EOY Science SOL.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: Students in 4th and 5th grade will show an overall average of 70% for mastery/proficiency on Science Unit Assessments.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% Teachers will incorporate the 5 E model to include engagement, exploration, explanation, elaboration, and evaluation and produce at least one classroom science experiment per unit as monitored by documentation of the experiment per unit, per classroom. BOY data will show 70% participation and MOY 90% participation.	Formative		
	BOY	MOY	EOY

Significant Action 1: The Science Vertical Team will meet three times per year to plan and support the hands on activities per grade level that address the scientific method standard and promote engagement, exploration, explanation, elaboration, and evaluation.

Deliverables/Evidence: Science Template, Team meeting Notes

Staff Responsible for Monitoring: Vertical Science Team, Administrators, Teachers

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1.1

Office/Dept Collaborators: Vertical Team

Progress Monitoring Frequency and Tools: Hands on Activity Documentation Chart

Incomplete

Progress Notes: None

Significant Action 2: Science Walk through tool will be used quarterly to ensure quality instruction K-5.

Target Start Date: September 1, 2025

Target End Date: April 1, 2026

Deliverables/Evidence: Walkthrough tool

Staff Responsible for Monitoring: Administration

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1.1

Office/Dept Collaborators: Administrative Team

Progress Monitoring Frequency and Tools: Walkthrough Tool

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: 100% of students will be actively engaged during science instruction as demonstrated by purposeful student talk, student questioning, exploration, and elaboration of student understanding orally or through writing as measured by the "Student Ownership" Portion of the PWCS Science Walkthrough Tool.	Formative		
	BOY	MOY	EOY

Significant Action 1: Students will use a Science Notebook (can be digital) to include documentation, purpose and conclusion of hands on activities.

Target Start Date: September 1, 2025

Target End Date: May 29, 2026

Deliverables/Evidence: Notebooks; Student Work

Staff Responsible for Monitoring: Teachers, Administrators

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1.1

Progress Monitoring Frequency and Tools: Student Work; Walk through Tool

Incomplete

Progress Notes: None

Significant Action 2: Science Walk through tool will be used quarterly to ensure quality instruction K-5.

Target Start Date: September 1, 2025

Target End Date: April 1, 2026

Deliverables/Evidence: Walk through tool

Staff Responsible for Monitoring: Administration

Alignment to Strategic Plan Objective(s): Commitment 1
Objective 1.1

Office/Dept Collaborators: Administration Team

Progress Monitoring Frequency and Tools: Walkthrough Tool

Incomplete

Progress Notes: None

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.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
<p>If teachers attend professional developments involving creating a positive learning environment and use surveys and positive instructional moves to understand and know their students, to include making family connections and addressing student's social, emotional, and learning needs</p>	<p>then students will feel more hopeful and will feel as if their social and emotional learning needs are met</p>	<p>which will lead to an EOY above grand mean of 4.22 or greater on the EOY Gallup Poll in the area of Hope, as well as an EOY grand mean of 4.00 in Social Emotional Learning and will also lead to 85% of students reporting hopeful and positive socially and emotionally, indicating that they feel heard by staff, on our school based quarterly survey. In addition, students will want to come to school and our chronic absenteeism rate will continue to decrease to 10% or lower.</p>

Impact/Implementation Goal 1 Details	Formative Reviews		
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: Our EOY Chronic Absenteeism rate will stay 10% and below for the 25-26 School Year.</p>	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Attendance team will meet twice a month to go over attendance concerns, monitor chronic absenteeism rate, set up meetings, establish parent communication as monitored through meeting dates and documentation of meeting notes.</p>	Formative		
	BOY	MOY	EOY

Significant Action 1: A raffle incentive will be set up with PTO for random selection monthly of students with no unexcused absences, leave earlys, or tardies to school.

Target Start Date: September 1, 2025

Target End Date: May 1, 2026

Deliverables/Evidence: List of students that will go into monthly raffles; Announcement of student winners in Panda Updates.

Staff Responsible for Monitoring: Attendance team

Alignment to Strategic Plan Objective(s): Commitment 2
Objective 2.1

Office/Dept Collaborators: Attendance Secretary

Progress Monitoring Frequency and Tools: Every two week documentation.

Incomplete

Progress Notes: None

Significant Action 2: Teachers will communicate with Parents Weekly to encourage positive attendance.

Target Start Date: September 1, 2025

Target End Date: May 1, 2026

Deliverables/Evidence: Evidenced in Dept. Notes in Panda Update weekly.

Staff Responsible for Monitoring: Teachers

Alignment to Strategic Plan Objective(s): Commitment 2
Objective 2.1

Office/Dept Collaborators: Attendance Team

Progress Monitoring Frequency and Tools: Evidenced in Dept. Notes in Panda Update weekly.

Incomplete

Progress Notes: None

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: By the EOY, the Gallup Poll will show that students report that Social Emotional Learning and Hope is above the district's average at 4.22 for hope and 4.0 for social emotional learning.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Impact Goal Impact Goal: Quarterly Surveys will show that 85% of students feel heard and are positive about hope and social emotional learning.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 5 Details	Formative Reviews		
Impact/Implementation Goal 5 Goal Type: Implementation Goal Implementation Goal: 100% of teachers will identify ways to make social and emotional connections will students following the assessments of student needs and learning styles and satisfaction through an aligned student survey that will be created and given to students three times a year K-5 for teachers to use as an assessment tool for overall classroom environment. This will be evidenced through teacher documentation of findings three times throughout the course of the year.	Formative		
	BOY	MOY	EOY

Significant Action 1: Teachers will attend a course of two professional developments throughout the year on overall classroom management and ways to make social and emotional connections with students.

Target Start Date: September 1, 2025

Target End Date: June 1, 2026

Deliverables/Evidence: PD Materials, Attendance, Notes

Staff Responsible for Monitoring: Counseling Team, Administration

Alignment to Strategic Plan Objective(s): Commitment 2
Objective 2.1

Progress Monitoring Frequency and Tools: Student surveys

Incomplete

Progress Notes: None

Significant Action 2: Students will participate in a survey for the teachers three times a year to use as an assessment tool for overall classroom environment.

Target Start Date: September 1, 2025

Target End Date: April 1, 2026

Deliverables/Evidence: Survey Results

Staff Responsible for Monitoring: Teachers; Administration

Alignment to Strategic Plan Objective(s): Commitment 2
Objective 2.1

Office/Dept Collaborators: Administrative Team;
Counselors

Progress Monitoring Frequency and Tools: Survey Results

Incomplete

Progress Notes: None

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we increase our family engagement through providing family engagement connections into each of our advisory presentations with a high outreach to our non English speaking community and, in addition, strengthen parent understanding of our instructional expectations	then all families will join our Principal Advisory Council and understand how they can influence decisions at the school as collaborative partners	which will lead to an above the district EOY average of the Gallup Poll rating in the area of family engagement of at least 4.22.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Implementation Goal Implementation Goal: By June,2026, Signal Hill will have a high functioning advisory council of 21/21 on the PWCS EOY rating.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: 100% of Advisory Council Presentations b staff will have a family engagement connection for the community and a focus on academic expectation linked to the topic of discussion.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Signal Hill will increase the non-English speaking attendance from 3 families at the BOY, to 6 families by MOY, to 10 families at the end of the year.	Formative		
	BOY	MOY	EOY

Significant Action 1: Provide opportunities for parents/staff members to engage in feedback and input (translation/interpretation provided)

regarding continuous improvement plan, budges, student achievement data, instructional goals, enrollment, staffing, safety, and discipline.

Deliverables/Evidence: survey results in Panda Updates

Staff Responsible for Monitoring: Administrator

Alignment to Strategic Plan Objective(s): Commitment 3
Objective 3.1

Office/Dept Collaborators: PPAC President and board

Progress Monitoring Frequency and Tools: Survey Results from parents

Incomplete

Progress Notes: None

Significant Action 2: Provide Clear and transparent communication to parents and staff members on advisory council minutes and decisions that impact student achievement and well being.

Target Start Date: September 1, 2025

Target End Date: April 2, 2026

Deliverables/Evidence: Communication in Panda Updates

Staff Responsible for Monitoring: Administrator

Alignment to Strategic Plan Objective(s): Commitment 3
Objective 3.1

Office/Dept Collaborators: PPAC Council

Progress Monitoring Frequency and Tools: Communication in Panda Updates

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Impact Goal Impact Goal: Signal Hill Elementary School will have an above the district EOY average of the Gallup Poll rating in the area of family engagement of at least a 4.22 rating.	Formative		
	BOY	MOY	EOY

Commitment 4: Organizational Coherence

Signal Hill CSIP Leadership Committee

Committee Role	Name	Position
ELL Expert	Jennifer Stecker	ELL Teacher
Instruction	Hale Jessica	Fifth Grade Teacher
Instruction	Jorden Lilly	Third Grade Teacher
Instruction	Audrey Coffey	Third Grade Teacher
Instruction	Melanie Houser	Second Grade Teacher
Instruction	James Kaya	First Grade Teacher
Instruction	Courtney Western	Kindergarten Teacher
Emotional/Behavioral Expert	Anne Bradely	Counselor
Emotional/Behavioral Expert	Laura Albert	Counselor
Special Education Expert	Lauren Gardner	Special Education
Instructional Tech Expert	Morton Blain	Instructional Technology Coach
Gifted Expert	Morton Nicole	Gifted Specialist
Reading Expert	Arnold Amy	Reading Specialist
Reading Expert	Hazelwood Kerrylyn	Reading Specialist
Math Expert	Gretchen Kowalski	Math Coach
Administrator	Sadare Leah	Assistant Principal
Facilitator	Marcie Fields	Principal