

**Prince William County Public Schools**  
**Signal Hill Elementary**  
**2024-2025 School Continuous Improvement Plan**

**Accountability Rating: Accredited**

**Distinction Designations:**  
Level One

# 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

In the area of Literacy, our Reading SOL scores for the 2023-24 school year showed an 80% unadjusted overall pass rate. This is an 8% increase from last year as our unadjusted pass rate was 72.37%. Our Asian subgroup showed a 89.66% pass rate. Our Black subgroup showed a 80.65% pass rate. Our economically disadvantaged students showed a 66.42% pass rate, and our students with disabilities sub group showed a 67.24% pass rate. Over the last two years, we have identified our Hispanic and ELL subgroups as areas of close watch. Our Hispanic subgroup showed a 67.86% unadjusted pass rate this 23-24 school year which is an 11-point increase from 22-23 at a 56.57% unadjusted pass rate. Our ELL (English Language Learner) subgroup showed an unadjusted pass rate of 54.88% which is a 15% increase from the 22-23 school year where the unadjusted pass rate was 39.13%. Our Hispanic subgroup has increased to meet the Federal benchmark. Our ELL subgroup scores are moving toward the federal benchmark but are 5% away from meeting the benchmark. Our K-2 State Literacy Screener showed that 79.30% of students met the EOY literacy benchmark. This is a 5% increase from last years rate of 73.63% These scores will be a starting point for our goals this 24-25 year.

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" task that allows students to demonstrate understanding of the skill.

### ***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 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, our Math SOL scores for the 2023-24 school year showed an 84.43% unadjusted pass rate. This is a 6% increase from last year as our unadjusted pass rate was 77.51%. Our Asian subgroup showed a 96.43% pass rate. Our Black subgroup showed a 77.42% pass rate. Our Hispanic subgroup showed a 67.23% pass rate. Our economically disadvantaged subgroup showed a 74.35% pass rate, and our SWD showed a 68.42% pass rate. All of those reported subgroups increased scores from last year. Our sub group area of focus for math is our ELL sub group. Our ELL (English Language Learner) subgroup showed an unadjusted pass rate of 62.50% which is an 8% increase from the 22-23 school year where the unadjusted pass rate was 44.59%. This year our ELL subgroup met the Federal benchmark of 58% by 4 percentage points. We will continue to monitor this closely over the next year.

Our Math Unit Assessments over the 23-24 school year showed an overall pass rate average of 75.38% for 3rd grade, an overall pass rate average of 75% for 4th grade, and an overall pass rate average of 73.20% for 5th grade. This showed an overall increase from our 22-23 scores as 3rd grade averaged 64%, 4th grade averaged 75.57%, and 5th grade averaged 69.20%. These scores will be a starting point for our goals for the 24-25 school year.

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 2023-24 school year showed a 69.23% unadjusted pass rate. This is a 4% increase from last year as our unadjusted pass rate was 65.29%. However, we did not make our goal to exceed a 70% pass rate on the Science SOL. Science unit tests show overall average pass percentage rates of 51% for 4th grade and an overall 73% pass rate for 5th grade. Science will continue to be an area of focus for us. As a school we are working on planning and delivering 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 24-25 school year. Our SOL Impact Goals for 24-25 will reflect that.

Division Goals	Current State											
<b>85% of students in grades 3-5 will pass reading SOL.</b>		<b>Overall</b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ. Disad.</b>	<b>ELL</b>	<b>SWD</b>
	<b>SY21-22</b>	67.75%	61.82%	71.30%	69.91%	70.97%	65.52%	50.00%	80.00%	50.00%	32.89%	44.68%
	<b>SY22-23</b>	72.37%	68.52%	71.96%	76.27%	78.05%	71.43%	56.76%	82.26%	53.97%	39.13%	67.92%
	<b>SY23-24</b>	80.00%	78.51%	77.88%	83.33%	89.66%	80.65%	67.86%	87.10%	66.42%	54.88%	67.24%
<b>All student groups in grades 3-5 will increase pass advance rates on reading SOL by 10 percentage points.</b>		<b>Overall</b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ. Disad.</b>	<b>ELL</b>	<b>SWD</b>
	<b>SY21-22</b>	13.31%	9.09%	14.78%	15.93%	22.58%	6.90%	1.82%	22.07%	3.45%	2.63%	12.77%
	<b>SY22-23</b>	15.92%	12.96%	16.82%	17.80%	17.07%	2.86%	9.01%	24.19%	6.35%	2.90%	11.32%
	<b>SY23-24</b>	17.43%	12.40%	18.27%	22.55%	20.69%	6.45%	12.5%	22.58%	8.03%	4.88%	8.62%
<b>80% of elementary students will be reading on grade level by grade three.</b>  <i>Include % of K-2 students who met the PALS Spring PALS Benchmark. Include the % of students in grades 2-5 who are ON &amp; Above Grade Level based on HMH EOY data.</i>	<b>PALS (% Meeting Benchmark)</b>					<b>HMH Growth Measure (On &amp; Above Grade Level)</b>						
		<b>Overall</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>Overall</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>		
	<b>SY21-22</b>	69.50%	86.89%	60.94%	69.90%	79.80%	69.79%	80.81%	80.39%	88.30%		
	<b>SY22-23</b>	73.63%	89.57%	79.03%	72.31%	63.07%	74.02%	65.66%	54.46%	55.96%		
	<b>SY23-24</b>	79.30%	96.30%	77.68%	73.64%	66.89%	72.00%	73.95%	57.00%	62.00%		

**Math: Patterns and Trends**

Division Goals	Current State											
<b>85% of students in grades 3-5 will pass math SOL.</b>		<b>Overall</b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ. Disad.</b>	<b>ELL</b>	<b>SWD</b>
	<b>SY21-22</b>	71.89%	71.17%	64.35%	80.36%	76.47%	68.97%	52.29%	85.31%	53.78%	37.97%	56.52%
	<b>SY22-23</b>	77.51%	78.18%	75.70%	78.51%	92.68%	77.14%	64.04%	84.13%	61.24%	44.59%	60.38%
	<b>SY23-24</b>	83.43%	81.97%	80.19%	88.46%	96.43%	77.42%	67.23%	96.75%	72.34%	62.50%	68.42%
<b>All student groups in grades 3-5 will increase pass advance rates on math SOL by 10 percentage points.</b>		<b>Overall</b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Econ. Disad.</b>	<b>ELL</b>	<b>SWD</b>
	<b>SY21-22</b>	17.46%	14.41%	18.26%	19.64%	14.71%	17.24%	7.34%	25.17%	5.04%	3.80%	17.39%
	<b>SY22-23</b>	17.16%	11.82%	14.02%	24.79%	26.83%	5.71%	7.89%	25.40%	6.20%	4.05%	9.43%
	<b>SY23-24</b>	21.69%	22.13%	12.26%	30.77%	32.14%	9.68%	9.24%	36.59%	7.09%	4.55%	10.53%

Science: Patterns and Trends									
Division Goals	Current State								
		Overall	Asian	Black	Hispanic	White	Econ. Disad.	ELL	SWD
85% of student groups in 5 <sup>th</sup> grade will pass the science SOL.	SY21-22	55.86%	66.67%	75.00%	36.36%	71.74%	48.78%	20.00%	23.08%
	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%
All student groups in 5 <sup>th</sup> grade will increase pass advance rates on science tests by 10 percentage points.		Overall	Asian	Black	Hispanic	White	Econ. Disad.	ELL	SWD
	SY21-22	10.81%	0.00%	12.50%	4.55%	19.57%	2.44%	0.00%	7.69%
	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%

#### 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 24-25 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 67% unadjusted pass rate on the Literacy SOL Tests. Our State Literacy Screener is changing for the upcoming year and will include Kg, 1st, 2nd and 3rd 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 15% for Kg-3rd 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 assessments need to show a 65% 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 assessments.

Our math Impact Goals next year will include the following: Students in grades 3-5 will show an 85% overall unadjusted pass rate on the Math SOL Tests. Our ELL subgroup will show a 65% unadjusted pass rate on the Math SOL Tests. Our students in grades 3-5 will show a 22% Math pass advanced rate on the Math SOLs. Students in grades 3-5 will score 75% overall pass rate average grades 3-5 by the End of the year. Students in our ELL subgroup, grades 3-5, will score 58% or above on each unit math assessment 75% of the time by the end of the year. Students, grades 3-5, will show a 40% mastery rate on each unit assessment 75% of the time 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 73% overall unadjusted pass rate on the Science SOL Tests. Our students in grades 4th grade and 5th grade will show an overall pass rate of 70% on their

unit assessments by the end of the year.

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

**Strategic Priority 1 (Prioritized):** To improve Math Achievement overall with focus on ESOL 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:** As a school, we have not refined core extension for remediation, intervention, and or extension of skills. We have not focused on creating opportunities for math automaticity. We have not focused as much on student opportunities for problem solving that demonstrate student understanding through oral and written communication to include representation and justification.

**Strategic Priority 2 (Prioritized):** To improve Reading Achievement overall with a continued focus on our ELL population. Grades 3-5 will increase state assessments and HMH Scores. Grades Kg - 3rd will also decrease the high-risk students to less than 15%. **Root Cause:** As a school, we have not refined core extension for remediation, intervention or extension of skills. We also have started to refine our expectations for each lesson, however, we need to strengthen our continued opportunities for purposeful reading and writing tasks incorporated into the lesson. All teachers k-5 have not been providing a structured literacy component to the literacy block.

**Strategic Priority 3 (Prioritized):** 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 3% as we currently have a chronic absenteeism rate of 12% . We met our 23-24 CSIP Goal of less than 14%. 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 our end of the year district survey, our school climate domain shows students reporting a 66.93 % for positive school climate, 80.81% in school belonging, and 89% in social-emotional learning. This shows some disparity from our school survey showing that 91% of our students feel cared for and loved. 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.

In regards to our staff, the personal satisfaction results showed 84.48%. The workplace climate and relationships domain increased to 95.81%, and inclusion and belongingness among our staff increased to 90.91%. We increased and met our CSIP goals in all of these areas over the course of this school year.

Our percentage of students receiving exclusionary discipline practices is at 2.61% with all subgroups within 3% 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.

<b>Commitment 2: Positive Climate and Culture</b>		
<b>Objective 2.1</b>	<b>PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.</b>	
<b>Objective 2.2</b>	<b>PWCS staff will be empowered, supported, and engaged with a strong sense of belonging.</b>	
<b>Objective 2.3</b>	<b>PWCS facilities will be welcoming, safe, and sustainable.</b>	
<b>Accreditation Status</b>		
<b>100% of PWCS schools will be accredited by VDOE.</b> <i>Include Accreditation Ratings (Level 1, 2 or 3 for Chronic Absenteeism).</i>		<b>Chronic Absenteeism</b>
	<b>SY22-23</b>	L1
	<b>SY23-24</b>	L1
<b>Division Goals &amp; Current State</b>		
<b>5% decrease in students who are chronically absent. (Only August-April for SY22-23 &amp; SY23-24)</b>		

<b>Commitment 2: Positive Climate and Culture</b>																
	Overall	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Asian	Black	Hispanic	White	Econ. Disad.	ELL	SWD		
<b>SY21-22</b>	23.06%	32.59%	19.58%	23.68%	20.00%	19.20%	22.95%	28.92%	19.72%	31.15%	14.58%	32.27%	29.28%	22.12%		
<b>SY22-23</b>	15.55%	22.22%	18.66%	15.83%	10.17%	13.27%	12.40%	20.88%	12.35%	19.14%	11.11%	17.29%	16.52%	16.52%		
<b>SY23-24</b>	12.77%	19.74%	10.66%	11.59%	12.12%	11.76%	8.93%	15.12%	3.49%	19.13%	8.85%	16.56%	15.25%	19.42%		
<b>10% decrease in students receiving exclusionary discipline for all student groups. (Only August-April for SY22-23 &amp; SY23-24)</b>																
	Overall	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Asian	Black	Hispanic	White	Econ. Disad.	ELL	SWD		
<b>SY21-22</b>	0.13%	0.00%	0.00%	0.00%	0.00%	0.80%	0.00%	0.00%	0.00%	0.00%	0.00%	0.35%	0.00%	0.88%		
<b>SY22-23</b>	0.36%	0.00%	0.00%	0.72%	0.00%	0.00%	1.55%	0.00%	0.00%	0.00%	0.69%	0.30%	0.00%	0.62%		
<b>SY23-24</b>	2.61%	1.97%	2.46%	0.72%	3.03%	6.72%	2.68%	0.00%	3.23%	2.88%	2.55%	3.31%	2.12%	6.01%		
<b>90% of students will report satisfaction with the school climate, belonging, and wellness domains on the PWCS Division-Wide Survey of Climate and Culture</b>									<b>School Climate Domain</b>			<b>School Belonging Domain</b>		<b>Socio-Emotional Learning Domain</b>		
									<b>SY21-22</b>	69.15%			76.51%		84.31%	
									<b>SY22-23</b>	71.92%			81.62%		84.13%	
									<b>SY23-24</b>	66.93%			80.81%		89.04%	
<b>90% of employees will report high levels of satisfaction and engagement at work.</b>									<b>Professional Satisfaction Domain</b>				<b>Workplace Climate &amp; Relationships Domain</b>			
									<b>SY21-22</b>	82.52%				85.11%		
									<b>SY22-23</b>	81.25%				83.40%		
									<b>SY23-24</b>	84.48%				95.81%		
<b>90% of staff will report feeling connected to other colleagues in their school/office.</b>									<b>Inclusion &amp; Belonging Domain</b>							
									<b>SY21-22</b>	81.06%						
									<b>SY22-23</b>	75.46%						
									<b>SY23-24</b>	90.91%						
<b>90% of students and staff will report feeling safe at school.</b>									<b>Students</b>				<b>Staff</b>			
									<b>SY21-22</b>	83.85%				95.24%		
									<b>SY22-23</b>	88.17%				86.96%		
									<b>SY23-24</b>	88.61%				N/A		

**Positive Climate and Culture Desired Future State**

While our school decreased our Chronic Absenteeism rate from 22-23 to 23-24, our current absenteeism rate is 12.77%. Our subgroup with the greatest attendance concern is in our Hispanic Subgroup as the chronic absenteeism rate for this subgroup was 19.33% over 6% higher than our average rate. This will be our area of focus for the upcoming school year.

Due to the disparity of results with school climate and culture as indicated by our student population, during the 23-24 school year, 85% of students will report that Signal Hill has a positive school climate. 90% of students will report that they belong.

### **Strategic Priorities Identifying Positive Climate and Culture Needs**

**Strategic Priority 1 (Prioritized):** To improve student's reporting of positive school climate . **Root Cause:** Staff members need to better understand students perspectives and feelings when dealing with poverty and or neglect and appropriately learn to foster relationships with students.

**Strategic Priority 2 (Prioritized):** 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 district data shows that 90.68% of families are reporting that they have attended events related to their student’s academic progress, increasing their capacity to support their student’s learning in school.

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 elementary advisory councils at the elementary level. This upcoming year we want to keep our advisory council strong.

In doing so, 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. Currently, 86.27% of our parents report satisfaction with the clarity of communication at our school.

<b>Commitment 3: Family Community Engagement</b>	
<b>Objective 3.1</b>	<b>PWCS will engage families as authentic partners in education to support academic progress.</b>
<b>Objective 3.2</b>	<b>PWCS will work collaboratively with community agencies and business partners to support strategic initiatives</b>
<b>Objective 3.3</b>	<b>PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships.</b>
<b>Division Goals</b>	<b>Current State</b>

<b>Commitment 3: Family Community Engagement</b>		
90% of families will report having attended events related to their student's academic progress, increasing their capacity to support their student's learning in school.		<b>Overall</b>
	<b>SY21-22</b>	86.41%
	<b>SY22-23</b>	88.06%
	<b>SY23-24</b>	90.68%
100% of schools will have at least one formal business or community agency partnership aligned with identified priorities in the school continuous improvement plan.		<b>Overall</b>
	<b>SY21-22</b>	0
	<b>SY22-23</b>	Texas Road House; Crumble Cookies;
	<b>SY23-24</b>	Texas Roud House; Crumble Cookies
85% of schools will have high-functioning advisory councils that provide families opportunities to engage in collaborative decision-making as authentic partners in education.		<b>Overall</b>
	<b>SY21-22</b>	Zero advisory
	<b>SY22-23</b>	Active Highly Functioning Advisory Council
	<b>SY23-24</b>	Active High Functioning Advisory Council
90% of families will report satisfaction with clarity of communication at the school.		<b>Perception of School Leadership Domain (Q11PSL11)</b>
	<b>SY21-22</b>	77.75%
	<b>SY22-23</b>	87.16%
	<b>SY23-24</b>	86.27%

Commitment 3: Family Community Engagement		
85% of parents will report that they have opportunities to authentically engage with their child's school about their child's learning and school experience.		<b>Family Engagement &amp; Trust Domain</b>
	<b>SY21-22</b>	86.41%
	<b>SY22-23</b>	88.06%
	<b>SY23-24</b>	90.68%

### Family and Community Engagement Desired Future State

Our goal is to have at least 90% of our parents reporting satisfaction with the clarity of communication at our school.

Our goals for next year include for our 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.

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 communi

### Strategic Priorities Identifying Family and Community Engagement Needs

**Strategic Priority 1 (Prioritized):** To strengthen our Advisory Council to become "Highly Effective" through communication with our non speaking English community. Establish a high-functioning advisory council that collaborates with parents and staff members to make decisions for our school community. **Root Cause:** We have not had a specific focus on an outreach to our non English speaking families and this will move our advisory council from effective to "Highly Effective." Lack of awareness and understanding from parents and school members on how to effectively implement a high-functioning advisory council.

**Strategic Priority 2 (Prioritized):** To strengthen our communication with families. **Root Cause:** We do not have 100% school wide effort to send weekly communications and attend PTO and PPAC.

# Strategic Priorities

**Strategic Priority 1:** To improve Math Achievement overall with focus on ESOL 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 1:** As a school, we have not refined core extension for remediation, intervention, and or extension of skills. We have not focused on creating opportunities for math automaticity. We have not focused as much on student opportunities for problem solving that demonstrate student understanding through oral and written communication to include representation and justification.

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

**Strategic Priority 2:** To improve Reading Achievement overall with a continued focus on our ELL population. Grades 3-5 will increase state assessments and HMH Scores. Grades Kg - 3rd will also decrease the high-risk students to less than 15%.

**Root Cause 2:** As a school, we have not refined core extension for remediation, intervention or extension of skills. We also have started to refine our expectations for each lesson, however, we need to strengthen our continued opportunities for purposeful reading and writing tasks incorporated into the lesson. All teachers k-5 have not been providing a structured literacy component to the literacy block.

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

**Strategic Priority 3:** To improve Science Achievement Overall.

**Root Cause 3:** We have not dedicated CLT time to incorporating the 5E Instruction Model for Science.

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

**Strategic Priority 4:** To improve student's reporting of positive school climate .

**Root Cause 4:** Staff members need to better understand students perspectives and feelings when dealing with poverty and or neglect and appropriately learn to foster relationships with students.

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

**Strategic Priority 5:** Continue to improve chronic absenteeism rates with a focus on our non English speaking families.

**Root Cause 5:** 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.

**Strategic Priority 5 Areas:** Positive Climate and Culture

**Strategic Priority 6:** To strengthen our Advisory Council to become "Highly Effective" through communication with our non speaking English community. Establish a high-functioning advisory council that collaborates with parents and staff members to make decisions for our school community.

**Root Cause 6:** We have not had a specific focus on an outreach to our non English speaking families and this will move our advisory council from effective to "Highly Effective." Lack of awareness and understanding from parents and school members on how to effectively implement a high-functioning advisory council.

**Strategic Priority 6 Areas:** Family and Community Engagement

**Strategic Priority 7:** To strengthen our communication with families.

**Root Cause 7:** We do not have 100% school wide effort to send weekly communications and attend PTO and PPAC.

**Strategic Priority 7 Areas:** Family and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- School 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
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Federal Report Card Data

## 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
- Gifted and talented data
- Dyslexia data

- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RtI)

### **Student Data: Behavior and Other Indicators**

- Discipline records
- 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
- 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
- Communications 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)
<p>If we discuss, plan, and implement evidenced based standards-aligned/rigorous instructional tasks at all cognitive demand levels to include memorization, high quality tasks to include number sense and problem solving and provide evidence based cognitive engagement practices to include questioning that produces thinking with representation, communication and justification (EB)</p>	<p>then teachers will plan and deliver learning experiences aligned to the rigor of the standards which will allow students to demonstrate their learning through verbal/ written tasks to include increasing automaticity and problem solving</p>	<p>which will lead to 85% unadjusted pass rate overall on the math SOL assessments with a 70% ELL pass rate and a 22% pass advanced rate.</p>

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

Impact/Implementation Goal 1 Details	Formative Reviews		
<p><b>Impact/Implementation Goal 1</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 85% of students will pass the 2024-25 Math EOY SOLs using unadjusted pass rates.</p>	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 2 Details	Formative Reviews		
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Impact Goal</p> <p><b>Impact Goal:</b> 70% of our ELL students will pass the 2024-25 Math EOY SOLs using unadjusted pass rates.</p>	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b> <b>Goal Type:</b> Impact Goal <b>Impact Goal:</b> 22% of our students will pass-advanced the 2024-25 Math EOY SOLs using unadjusted pass rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b> <b>Goal Type:</b> Impact Goal <b>Impact Goal:</b> Grades 3-5 will demonstrate 70% mastery and proficiency rates on all unit tests 75% of the time by the EOY.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b> <b>Goal Type:</b> Impact Goal <b>Impact Goal:</b> Grades 3-5 ELL students will demonstrate 58% mastery and proficiency rates on all unit tests 75% of the time by the EOY.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b> <b>Goal Type:</b> Impact Goal <b>Impact Goal:</b> Students will show 40% mastery on all unit tests 90% of the time by the EOY.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 7 Details	Formative Reviews		
<b>Impact/Implementation Goal 7</b> <b>Goal Type:</b> Implementation Goal <b>Implementation Goal:</b> 100% of students will incorporate the math process goal strategies into their exemplar work to include justification representation and communication, as measured by walkthrough data. BOY data will show students incorporating these strategies in 70% of the classrooms and by MOY in 90% of classrooms.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** CLT discussions per unit on rich math tasks.

**Target Start Date:** November 4, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** Student Data K-5 per unit.

**Staff Responsible for Monitoring:** Teachers, specialists, Administration

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

**Office/Dept Collaborators:** Math

**Progress Monitoring Frequency and Tools:** Exemplar Data Scores

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 8 Details	Formative Reviews		
<b>Impact/Implementation Goal 8</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of teachers will produce high quality math task using evidenced based strategies (as defined by SHES Definition/rubric) as a part of their math block and as evidenced by quarterly walk through data tool. BOY data will show 70% of teachers producing high quality math tasks for their students and 90% by the EOY.	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

**Significant Action 1:** 100% of teacher will attend our continued PD on creating high quality tasks and "look- fors".

**Target Start Date:** September 2, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** PD delivered and Walk through tool quarterly for evidence.

**Staff Responsible for Monitoring:** administration

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

**Office/Dept Collaborators:** Math

**Progress Monitoring Frequency and Tools:** Walk through tools quarterly

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teams will use a walk through tool to incorporate monitoring of high quality tasks in the classroom which will be done through SHES instructional rounds.

**Target Start Date:** September 2, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** Walk through tool/rubric

**Staff Responsible for Monitoring:** Staff round participants

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

**Office/Dept Collaborators:** Specialists/Coaches

**Progress Monitoring Frequency and Tools:** Walkthrough Tool/Rubric 3xs per year.

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Vertical Team will meet three times a year to support and plan vertical alignment in vocabulary display and usage, brain dump anchor chart alignment, and strategy alignment.

**Target Start Date:** October 1, 2024

**Target End Date:** June 6, 2025

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

**Staff Responsible for Monitoring:** Administration  
Math Coach

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

**Office/Dept Collaborators:** Math Coach/Specialists

**Progress Monitoring Frequency and Tools:** Qualitative Data/Notes

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 9 Details	Formative Reviews		
<b>Impact/Implementation Goal 9</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of our math teachers will focus on research-based instructional strategies to increase math automaticity of math facts as measured by student results on bi-monthly fluency assessments. BOY Fluency assessments results will be posted by students and monitored by admin. with 80% completion of fluency checks. MOY fluency results will be posted by students and monitored by admin. at 95% participation of Fluency Checks.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Coaches will provide PD for teachers on strategies for building automaticity in the classroom.

**Target Start Date:** September 2, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** PD for Staff  
Monitored by student progress on fluency assessments.

**Staff Responsible for Monitoring:** Math Coach  
Administration

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

**Office/Dept Collaborators:** Math Coach  
Other Specialists/Coaches

**Progress Monitoring Frequency and Tools:** Grade Level Fluency Quick Checks

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Core extension will be incorporated into the master schedule for extension, remediation, and intervention. This will be monitored through monthly CLT discussion of students and extension plan per grade level.

**Target Start Date:** September 2, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** CLT minutes of Extension plans per grade level.

**Staff Responsible for Monitoring:** Administration

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

**Office/Dept Collaborators:** Coaches and Specialists

**Progress Monitoring Frequency and Tools:** Walk through Tool

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Coaches and Teachers will utilize CLT times to plan and discuss strategies for building automaticity in the classroom.

**Deliverables/Evidence:** Weekly Fluency Assessments; CLT Notes from grade level team

**Staff Responsible for Monitoring:** Administration and coaches

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

**Office/Dept Collaborators:** Math Coach

**Progress Monitoring Frequency and Tools:** Weekly Fluency Assessments

**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 we discuss, plan, and implement evidenced based standards-aligned/rigorous instructional tasks at all cognitive demand levels to include opportunities for evidenced based reading and writing in literacy and across the content, incorporating reasoning and justification, and in addition, incorporate evidence based structured and unstructured literacy practice into all literacy blocks (EB)	then teachers will be involved in creating and delivering high quality literacy tasks which will allow students to improve their literacy outcomes through verbal & written tasks	which will lead to 83% unadjusted pass rate overall on the Reading EOY SOL assessments with a 67% ELL unadjusted pass rate.

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

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b> <b>Impact Goal:</b> 83% of students will pass the 2024-25 Reading EOY SOLs using unadjusted pass rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b> <b>Impact Goal:</b> 67% of our ELL students will pass the 2024-25 Reading EOY SOLs using unadjusted pass rates.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b> <b>Impact Goal:</b> 10% or less students overall in grades K-3 will be in the "High Risk" category for the area of reading according to the VALLS.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b> <b>Impact Goal:</b> 75% of students grade 2-5 will be on or above grade level in reading according to the Unit Assessment growth measure.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b> <b>Impact Goal:</b> 75% of students grades 2-5 will show an overall meet or exceeds standards rate as measured by EOY Unit Assessment.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b> <b>Impact Goal:</b> 65% of ELL students grades 3-5 will show an overall meets or exceeds standards rate as measured by EOY Unit Assessment.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 7 Details	Formative Reviews		
<b>Impact/Implementation Goal 7</b> <b>Goal Type:</b> Implementation Goal <b>Implementation Goal:</b> 100% of students will produce high quality literacy tasks (as defined by SHES Definition/rubric) using evidence based strategies, to include verbal and written tasks evidenced by quarterly walk through data tool.  BOY-70% MOY: 80%	Formative		
	BOY	MOY	EOY

**Significant Action 1:** 100% of teacher will attend our continued PD on creating high quality tasks and "look- fors".

**Target Start Date:** September 6, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** PD delivered and Walkthrough tool/rubric

**Staff Responsible for Monitoring:** Administration/ Coaches

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

**Office/Dept Collaborators:** Literacy

**Progress Monitoring Frequency and Tools:** Walk through tool/rubric

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Walk through checklists will be incorporated into monitoring the high quality tasks in the classroom through SHES in-house rounds.

**Target Start Date:** September 6, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** PD on High Quality Task

**Staff Responsible for Monitoring:** administration/coaches

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

**Office/Dept Collaborators:** Literacy

**Progress Monitoring Frequency and Tools:** walkthrough form /rubric

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Vertical Team will meet three times a year to support vertical alignment in planning vocabulary display and usage, brain dump anchor chart alignment, and strategy alignment for comprehension.

**Target Start Date:** September 6, 2024

**Target End Date:** June 6, 2025

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

**Staff Responsible for Monitoring:** Administration/Coaches/Vertical Team

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

**Office/Dept Collaborators:** Literacy Team

**Progress Monitoring Frequency and Tools:** Qualitative Data/Notes

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 8 Details	Formative Reviews		
<b>Impact/Implementation Goal 8</b>  <b>Implementation Goal:</b> 100% of teachers will incorporate structured literacy practices that systematically and explicitly teach reading skills in phonology, phonics, morphology, phonics, syntax and semantics into their literacy block as measured by walkthrough tool. 70% of classrooms will be incorporating these practices by BOY and 90% by MOY.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Core extension will be incorporated into the master schedule for extension, intervention, and remediation of skills monitored through Core Extension grade level plans.

**Target Start Date:** September 2, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** PD/Specialist support in CLT to help teachers set up core extension groups.

**Staff Responsible for Monitoring:** Administration/Coaching team/ Teacher Lead

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

**Office/Dept Collaborators:** Literacy

**Progress Monitoring Frequency and Tools:** Team Core Extension Plans

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** PD time will be incorporated into Literacy CLT blocks to focus on HMH, Structured Literacy, and UFLI instruction.

**Target Start Date:** September 6, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** PD Material

**Staff Responsible for Monitoring:** Reading Specialists and Literacy Coach

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

**Office/Dept Collaborators:** Admin and Literacy Team and Coaches

**Progress Monitoring Frequency and Tools:** HMH and VALLS growth measures

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Coaches and Teachers will utilize CLT times to plan and discuss strategies for structured literacy strategies in the classroom.

**Deliverables/Evidence:** CLT Grade Level Notes from meetings.

**Staff Responsible for Monitoring:** Coaches, Teachers, Admin

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

**Office/Dept Collaborators:** Reading Specialists and Literacy Coach

**Progress Monitoring Frequency and Tools:** Walk through Tool

**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 we use dedicated CLT time to focus on the incorporation of the evidence based 5 E Model for science (EB)	then teachers will plan learning experiences to use the "Claim Evidence Reasoning" format will allow students to justify their thinking through verbal and written tasks	which will lead to at least a 73% 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.

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

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> Students in grade 5 will show a 73% or above unadjusted pass rate on the Science SOL at the end of the year.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> Students in grade 4 and 5 will show an overall unit pass rate of 70% on unit assessments by the end of the year.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 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 student documentation of the experiment, the purpose, and conclusion per classroom. BOY data will show 70% participation and MOY 90% participation.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Vertical Team will meet three times a year to plan and support vertical alignment in vocabulary display and usage, and to create a science guide for 5E Hands on activities to share.

**Target Start Date:** September 6, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** Science Guide; Team meeting notes

**Staff Responsible for Monitoring:** Admin; team members

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

**Office/Dept Collaborators:** Science Department

**Progress Monitoring Frequency and Tools:** Team share out through CLT and Faculty meetings; Meeting notes; walkthrough data

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teams will dedicate at least one CLT a month to plan and monitor 5 E strategies regarding the delivery, implementation and results of these activities.

**Target Start Date:** September 6, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** Team meeting notes

**Staff Responsible for Monitoring:** Coaches and Administration

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

**Office/Dept Collaborators:** Science Department

**Progress Monitoring Frequency and Tools:** Team meeting notes; walk through data

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Teams will participate in professional development with coaches to create and implement 5 E opportunities for students during science instruction.

**Target Start Date:** August 23, 2024

**Target End Date:** May 30, 2025

**Deliverables/Evidence:** PD on 5 E opportunities; CLT Team Notes

**Staff Responsible for Monitoring:** Administration; coaches; teachers

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

**Office/Dept Collaborators:** Science Department

**Progress Monitoring Frequency and Tools:** Walk through tool

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of students will be actively engaged in classroom experiments as monitored by individual notebooks to include documentation, purpose and conclusion of the activity.  70% participation (BOY), 90% participation (MOY) 100% (EOY)	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Teachers will use student notebook feedback to generate discussions based on documentation of student understanding of experiments.

**Target Start Date:** August 26, 2024

**Target End Date:** May 2, 2025

**Deliverables/Evidence:** Notebooks

**Staff Responsible for Monitoring:** Teachers  
Administration

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

**Progress Monitoring Frequency and Tools:** CLT notes  
Monthly

**Incomplete**

**Progress Notes:** None

**Commitment 1 Strategic Priorities:**

## Learning and Achievement for All

**Strategic Priority 1:** To improve Math Achievement overall with focus on ESOL 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:** As a school, we have not refined core extension for remediation, intervention, and or extension of skills. We have not focused on creating opportunities for math automaticity. We have not focused as much on student opportunities for problem solving that demonstrate student understanding through oral and written communication to include representation and justification.

**Strategic Priority 2:** To improve Reading Achievement overall with a continued focus on our ELL population. Grades 3-5 will increase state assessments and HMH Scores. Grades Kg - 3rd will also decrease the high-risk students to less than 15%. **Root Cause:** As a school, we have not refined core extension for remediation, intervention or extension of skills. We also have started to refine our expectations for each lesson, however, we need to strengthen our continued opportunities for purposeful reading and writing tasks incorporated into the lesson. All teachers k-5 have not been providing a 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.

**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)
If we expand teacher ability to support and address student's social, emotional needs, and learning needs,	then teachers will build relationships with students which will support, create a sense of belonging, and promote intrinsic motivation	which will lead to 85% of students reporting a positive climate, and it will lead to continued increase in attendance with a focus on decreasing the chronic absenteeism rate to below 12%.

**Strategic Priorities:** Positive Climate and Culture 1, 2

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 85% of students will report a positive climate according to the EOY District Survey.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 85% of students will report a positive climate according to the quarterly staff surveys.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of teachers will do a weekly activity with the students to promote the essential of the week which will include student understanding and demonstration of reasoning through oral and written communication as evidenced by student checklist data.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Staff members will be provided with new updated essentials and modeling for classroom activities to support

understanding and planning.

**Target Start Date:** September 6, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** Student survey

**Staff Responsible for Monitoring:** Administration

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

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Progress will be monitored through student checklist and a written indication of what was learned per class.

**Target Start Date:** August 23, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** New Essentials delivered; Student written evidence and checklist weekly.

**Staff Responsible for Monitoring:** Administrators, Teachers

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

**Office/Dept Collaborators:** Teachers Admin

**Progress Monitoring Frequency and Tools:** Student Checklist Data checked weekly

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> One student per class per week will be identified for a Positive Referral for displaying Panda essentials as monitored through data collection of referrals submitted.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** CSIP team will introduce and deliver the updated essentials to the staff as well as the positive referrals.

**Target Start Date:** September 6, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** Collection of Positive Referrals

**Staff Responsible for Monitoring:** Administration

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

**Office/Dept Collaborators:** CSIP Team

**Progress Monitoring Frequency and Tools:** Collection

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Positive referrals will be collected weekly for monitoring full staff participation.

**Target Start Date:** August 30, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** Positive Referral/Data Collection

**Staff Responsible for Monitoring:** Administration; Teachers

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

**Office/Dept Collaborators:** Teachers and Admin

**Progress Monitoring Frequency and Tools:** Positive Referral Collection Weekly

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> SHES Chronic Absenteeism rate will stay below 12% as measured through School Status Quarterly.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of students with chronic absenteeism will be invited to attendance/HW club to begin in September, two days a week throughout the year, in an effort to provide academic and positive support for attendance as measured by attendance records weekly.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Attendance team to include ESOL representative will meet weekly to monitor chronic attendance, schedule meetings, and recommend students for the attendance club.

**Target Start Date:** September 6, 2024

**Target End Date:** April 25, 2025

**Deliverables/Evidence:** Documentation of dates and meeting minutes.

**Staff Responsible for Monitoring:** Administration and counseling team

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

**Office/Dept Collaborators:** Admin, Counselors, ESOL staff

**Progress Monitoring Frequency and Tools:** Weekly documentation, meeting minutes, attendance logs.

**Incomplete**

**Progress Notes:** None

**Commitment 2 Strategic Priorities:**

Positive Climate and Culture
<p><b>Strategic Priority 1:</b> To improve student's reporting of positive school climate . <b>Root Cause:</b> Staff members need to better understand students perspectives and feelings when dealing with poverty and or neglect and appropriately learn to foster relationships with students.</p>
<p><b>Strategic Priority 2:</b> Continue to improve chronic absenteeism rates with a focus on our non English speaking families. <b>Root Cause:</b> 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.</p>

### Commitment 3: Family and Community Engagement

**Division Objective:**

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

#### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
establish a clear process to support a high functioning advisory committee that includes communicating frequently and effectively, having a clear and aligned purpose, and clearly defined roles, responsibilities, and procedures,	parents and staff will have a shared understanding of how they can influence decisions at the school as collaborative partners,	Signal Hill ES having a high functioning advisory committee by the end of SY24-25.

**Strategic Priorities:** Family and Community Engagement 1, 2

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2025, Signal Hill ES will have a high-functioning advisory council.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<b>Impact/Implementation Goal 2</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> Signal Hill ES will score 16 or more points (out of 20) on the high functioning advisory council indicator rubric that will be monitored during each BOY, MOY, and EOY progress monitoring cycle.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Administration will keep all email copies of communication to parents.

**Target Start Date:** August 19, 2024

**Target End Date:** June 6, 2025

**Deliverables/Evidence:** Communication evidence folder

**Staff Responsible for Monitoring:** Teachers/administration

**Alignment to Strategic Plan Objective(s):** Commitment 3  
Objective 3.3

**Office/Dept Collaborators:** Admin Team

**Progress Monitoring Frequency and Tools:** Communication evidence folder and quarterly division and school surveys.

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Provide opportunities for parents/staff members to engage in feedback and input (translation/interpretation provided as needed) regarding continuous improvement plan, budget, student achievement data, enrollment and staffing.

**Target Start Date:** September 19, 2024

**Target End Date:** May 15, 2025

**Deliverables/Evidence:** Monitored by the number of "open chair" at each meeting

**Staff Responsible for Monitoring:** Principal and Advisory Council Chair

**Alignment to Strategic Plan Objective(s):** 3.3

**Progress Monitoring Frequency and Tools:** Monthly checklist

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Provide clear and transparent communication to parents and staff members on advisory council minutes and decisions that impact students' achievement and well-being

**Target Start Date:** September 19, 2024

**Target End Date:** May 16, 2024

**Deliverables/Evidence:** Monitored by meeting minutes, agendas, by laws that are published and shared with the school community

**Staff Responsible for Monitoring:** Principal and Advisory Council Chair

**Alignment to Strategic Plan Objective(s):** 3.3

**Progress Monitoring Frequency and Tools:** Monthly rubric

**Incomplete**

**Progress Notes:** None

### Commitment 3 Strategic Priorities:

#### Family and Community Engagement

**Strategic Priority 1:** To strengthen our Advisory Council to become "Highly Effective" through communication with our non speaking English community. Establish a high-functioning advisory council that collaborates with parents and staff members to make decisions for our school community. **Root Cause:** We have not had a specific focus on an outreach to our non English speaking families and this will move our advisory council from effective to "Highly Effective." Lack of awareness and understanding from parents and school members on how to effectively implement a high-functioning advisory council.

**Strategic Priority 2:** To strengthen our communication with families. **Root Cause:** We do not have 100% school wide effort to send weekly communications and attend PTO and PPAC.

**Commitment 4:** Organizational Coherence

# Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Member	Jennifer Stecker	ESOL Teacher
Member	Jill Brabant	Encore Representative/Art Teacher
Member	Peter Perweiler	Special Education Teacher
Member	Jessica Hale	Fifth Grade Teacher
Member	Michelle Hardesty	Third Grade Teacher
Member	Jordan Lilly	Third Grade Teacher
Member	Audrey Coffey	Second Grade Teacher
Member	Melanie Houser	Second Grade Teacher
Member	Kaya James	Kindergarten Teacher
Member	Courtney Western	Kindergarten Teacher
Member	Nicole Morton	Gifted Specialist
Member	Amy Arnold	Reading Specialist
Member	KerryLyn Hazelwood	Reading Coach
Member	Karla Baden	Reading Specialist
Member	Gretchen Kowalski	Math Coach
Member	Jason Shepard	Administrative Intern
Member	Leah Sadare	Assistant Principal
Facilitator	Marcie Fields	Principal