

Prince William County Public Schools

Signal Hill Elementary

2026-2027 School Continuous Improvement Plan

Accountability Rating: Accredited

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

Our Vision forms our foundational lens: At Signal Hill, We Always Go the Extra Mile, and we do what is RIGHT in our HEART! ~ This is our Motto!

Signal Hill - Academic Structure

At Signal Hill we have meeting structures in our building that allow all teachers to be active participants in the decision making in our building. All Teachers are active participants in one of our vertical teams in the areas of either Science, Math, or Literacy. Those teams focus on CSIP Action Steps, discuss vertically those steps, and determine school wide processes that help support vertical alignment in the building with curriculum alignment as the focus. Our service model delivery for SWD includes both push in support during Tier 1 teaching and pull out or push in small groups during core extension. Our ELL teachers provide support throughout the day through a push in co-teaching model; however, this is only in literacy. Support through math is indicative of sending home and frontloading vocabulary support. Our teachers plan two times a week during planning. This time provides opportunity for instructional strategy discussion. Teachers meet in a full collaborative learning team (CLT) every 6 days to complete a big picture of unpacking curriculum, assessment/data discussions and Continuous School Improvement (CSIP) progress talks. Specialists and coaches attend both planning and CLT meetings with grade level teachers. Our CSIP team is comprised of representation from general education, special education, ELL, Encore, Coaching Staff and Administrative Staff. This team meets quarterly to develop the CSIP plan, facilitate discussion with the whole staff, conduct quarterly reviews, and make continued decisions regarding goals and action steps. Our Coaches team is a small representation of our full CSIP team. Coaches in the areas of math, reading, ESOL, and next year Special Education meet weekly to discuss the action steps of the CSIP plan and ensure implementation of those steps are moving forward. Our CSIP team has created specific questions for our content walkthrough tools to help us monitor our CSIP goals. Administrators use these walkthrough tools to monitor instruction and to provide teachers with immediate feedback. The Signal Hill Faculty Team has created the following definition of a High Quality Task. We are using this as a guide and anchor when providing instructional tasks to our students.

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 standards through written communication, oral communication, and problem solving while also providing meaningful connections using multiple domains. The task should facilitate active engagement for students. The tasks could include productive talk, collaboration, student choice, and exploration.

Current Assessment Reporting

According to our 25-26 Report from the 24-25 school year, Signal Hill was given fully Accredited status. From the 24-25 results, the school framework score was 87.6 as we are considered an On Track School.

Calculations are currently being made from the spring 2026 SOL reporting, ACCESS Calculations and Chronic Absenteeism for Accreditation Status for the 26-27 school year. This information will be available in the late fall of 2026.

Overall, based on our current SOL and current school performance data, Signal Hill is showing positive movement toward key indicators, including gains in reading (81.6%), Math (83.4%), and Science (76.8%), along with improved attendance (9.18% chronic absenteeism) and English learner progress exceeding the state target. Given the weighing of the School Performance Framework, we anticipate landing on the **On Track Range**, likely with a framework score of in the mid or upper 80's. The final determination between an **On Track Rating** and a **Distinguished Rating** will depend heavily on the state's growth calculations. While we are seeing steady improvement across the building, the data suggests consistent rather than accelerated growth, so Distinguished is possible but would require exceptionally strong growth results from the state model. Overall, we are encouraged by the upward trends across multiple measures, we are cautious and know that we need to focus more on accelerated growth, particularly for students that are already below proficiency. In

addition, we need to increase advanced performance. These two things may be the difference between an on track or distinguished rating from the state. The paragraphs below will discuss our specific academic areas of focus.

Reading

Our Reading SOL Final Unadjusted Pass Rate is 81.6%. This is an increase and our highest pass rate when comparing scores since the 2023-24 school year. Our ELL Access growth is 66.1%, surpassing both 23-24 and 24-25 growth percentages by over 5%. 71.51% of students are reading on or above grade level at the conclusion of this school year. This is an increase from last year as our on and above grade level percentage was 68% and the year before 66.89%. VALLS data indicate a slight increase in the percentage of students in the high-risk range in kindergarten and first grade. In kindergarten, 15.70% of students ended the year in the high-risk range, up from 11.72% last year. In first grade, the percentage increased to 18.75% from 15.70% last year. Although both grade levels remain below district averages, we will be closely examining instruction and tightening strategies to close this gap and continue to decrease these percentages. In looking at indicators and subgroup data, the data suggests the following:

- Our overall SOL passing percentage has increased as well as our preliminary reading indicator score.
- Our pass advanced rate has decreased from 16.3% to 12.8%.
- Our Ell performance has improved with both pass and passed advances rates.
 - ACCESS (language indicator assessment) data indicates a 5% growth from the last two years.
- Our SWD SOL performance decreased by 3% and passed advanced rates with SWD by 1%.

Our CSIP impact goals continue to monitor reading progress overall with a specific focus on our SWD and ELL subgroups. We have monitored, in addition, our unit assessments to include subgroup data. Our implementation goals have focused on the monitoring of teachers to be incorporating foundational skills into their literacy block as well as monitoring the incorporation of high-quality questions and task in literacy that are incorporating oral and written opportunities. Our Action Steps have supported professional development in the Science of Reading, Foundational Skills, Productive Talk, and Comprehension Strategies that were created collaboratively through our vertical teams. These discussions and professional opportunities happen through our CLT times as well as whole faculty opportunities, and in conjunction, with modeling from other teachers and coaches. We are making progress as our scores are improving in the majority of areas. Walkthrough data shows that students are writing and speaking more about text as well as using strategies to comprehend. Explicit foundational skills show success as our reading levels are improving. Students are taking more time when they are reading and purposely trying to use appropriate strategies to understand each paragraph through writing their thoughts. However, we know that our advanced scores in literacy have dropped; our SWD scores have decreased by 3%; and our VALLS Kg and 1 EOY (end of year) data increased 3% in our high-risk band. This will carve our focus for the upcoming school year.

Math

Our Math SOL Final Unadjusted Pass Rate is 83.4%. This is an increase and our highest pass rate when comparing scores since the 2023-24 school year. While our overall math pass rate is higher, 18.8% of students overall are performing in math at a pass advanced rate which is two percentage points lower than the last two years. We have been working on our number sense routines for fluency and math automaticity monitored through math fact fluency assessments. We have seen an overall school growth of 10.77%. This growth is not as substantial as we hoped. Data does not show a consistent rate of growth in grades 4 and 5. In looking at indicators and subgroup data, the data suggests the following:

- Our overall SOL passing percentage has increased as well as our indicator score. This increase was in all grade levels and all subgroups with the exception of SWD.
- Our pass advanced rate has decreased from 21.91% to 18.8% and in all individual grade level and subgroup areas except for our black, ELL and SWD subgroups.
- Our Ell performance has improved over the last two years with a 71.2% pass rate surpassing our CSIP goal.
 - Our ELL population also improved in pass-advanced rates by 2% at 6.4%.
 - Our SWD performance decreased by 1% at 52.1%. However, the SPED Pass advanced rates increased by 2% to 6.8%.

Our CSIP impact goals continue to monitor overall math progress. Our focus has been to get to 85% of students passing the math SOL with increasing scores from our ELL and SWD learners as these have been our subgroup areas of focus. In addition, we need to increase our pass advanced scores. We have also monitored our unit assessments to include subgroup data. Our implementation goals have focused on the monitoring of teachers to be incorporating number sense routines and problem solving routines into their math block while incorporating the process standards of communication, representation, justification, and explanation. Our Building Thinking Classroom (BTC) continued study and Routines have helped to support this. Our Action Steps support professional development in BTC strategies and productive talk moves. These discussions and professional opportunities happen through our CLT times as well as whole faculty opportunities, and in conjunction, with modeling from other teachers and coaches. Our Vertical Team action step has supported vertical brain dump opportunities for students, and vertical exemplar discussions have started to create consistent expectations and rubric alignment. We are making progress as our proficient scores are improving in all areas and across all subgroups except SWD. Walkthrough data shows that students are justifying and explaining thinking more in math. However, we know that our advanced scores in math have dropped; our proficient SWD scores have also decreased by 1%, and we are not at an overall 85% pass rate in Mathematics. We believe our consistency needs to continue, but we need to tighten student understanding through more error analysis and increase opportunities for written explanation of thinking through continued exemplar work.

Science

Our 5th Grade SOL Final Unadjusted Pass Rate is 76.8%. This is an increase and our highest pass rate when comparing scores since the 2023-24 school year. In looking at indicators and subgroup data, the data suggests the following:

- Our overall SOL passing percentage has increased as our indicator score has remained consistent to last year.
- Our pass advanced rate has increased from 25.4% to 31.7%.
- Our ELL Subgroup performance has improved. SOL pass rates for 5th grade science are at 61.2%. From last year's 54.55%. Our Pass advanced rate for this subgroup showed a 1% decrease from last year.
- Our SWD performance increased as well to 46.2% from last year's 40.63%. Our Pass advanced SWD rates, however, decreased by 9%.

Our CSIP impact goals continue to monitor our Science Progress. Our focus has been to get to see a continuous increase in our science scores so that we can meet the Strategic Plan Goal of 85% of students passing the Science SOL. We have gained in our results every year.

Our implementation goals have focused on the monitoring of teachers to be incorporating Engagement, Exploration, Explanation, Elaboration, and Evaluation into their science lessons. All teachers have their students complete one hands-on experiment per

unit in science. This improved our overall focus on science, schoolwide, while increasing writing in the content areas as students had to justify their thinking during these activities as evidenced through walk through data.

Our Action Steps have supported continuous conversations of our Science Vertical team, as that team explored ways to promote vertical alignment of the Science Investigation Standards Kg-5 and also worked to support more science school wide days throughout the year.

We are making progress as our scores are improving. We are hoping to increase our overall science pass rate next year to 80%.

Learning and Achievement for All Desired Future State

Reading:

The **PWCS Elevate 2030 Strategic Plan** outlines the following pass rates for Reading:

- **85% of students will pass Reading Standards of Learning (SOL) test.**
- **All student groups will increase pass/advanced rates on reading SOL test by 10 percentage points.**
- **80% of students will be reading On Grade level by the end of grade two.**

In analyzing our data... Our overall reading pass rate is short of 85% at 81.6%, and we know that our advanced scores in literacy have dropped in all grade levels and in all subgroups except for the ELL subgroup. Our SWD scores decreased by 3% and our VALLS Kg and 1 EOY data increased by 3% in our high-risk band. While our students on grade level overall have increased, we are at 71.51% not at the district goal of 80%. Thus, continued support in foundational skill knowledge will support all teachers fine tune their craft, better understand word patterns before they are taught, and allow instruction to be even more explicit. In addition, walkthrough data shows that we are not getting into the step #3 portion (higher level opportunity portion) of HMH (reading series). We want to make this a focus in our CLT and strategy plannings so that it will lend to higher level questioning and task opportunities for our students.

Our Desired Future State:

SWD are performing below the expected target on the Reading SOL.

We will monitor our progress using the following goals. :

- By June 2027, 62% or more of SWD will pass the Reading SOL.
- Grades 3-5 SWD will demonstrate passing rates to 70% of the time on Newsela Assessments to include reading and writing.

Pass Advanced Rates are below the expected target on the Reading SOL.

We will monitor our progress using the following goals. :

- By June 2027, Pass Advance rates will increase overall by 10% on the EOY Reading SOL.

Overall, Reading Scores are below the expected district target on the Reading SOL.

We will monitor our progress using the following goal. :

- By June 2027, our overall Reading pass rate will meet or exceed 85%.
- Grades 2-5 will demonstrate that 75% of students are on or above reading level as evidenced by EOY STAR Assessment.
- Grades 3-5 overall will demonstrate passing rates to 80%, 70% of the time on Newsela Assessments to include reading and writing.

Math:

The **PWCS Elevate 2030 Strategic Plan** outlines the following pass rates for Math:

- **85% of students will pass the Math Standards of Learning (SOL) test.**
- **All student groups will increase pass/advanced rates on math SOL test by 10 percentage points.**

In analyzing our data... Our overall math pass rate is short of 85% at 83.4%, and we know that our advanced scores in math have dropped in all grade levels and in all subgroups except for the black, ELL and SWD subgroups. Our SWD scores decreased by 1%. Thus, continued work with number sense routines, problem solving, incorporating exemplar work with error analysis opportunities, and spiraling practice will allow more practice opportunities for students and help us meet our overall goal of 85% pass rate. We want to make this a focus in our CLT and strategy plannings so that it will lend to higher level questioning and practice opportunities for our students.

Our Desired Future State:

SWD are performing below the expected target on the Math SOL.

We will monitor our progress using the following goals. :

By June 2027, 60% or more of SWD will pass the Math SOL.

- Grades 3-5 SWD will demonstrate mastery and proficiency rates to average 70% pass rate 70% of the time on unit assessments.

Pass Advanced Rates are below the expected target on the Math SOL.

We will monitor our progress using the following goal:

- By June 2027, Pass Advance rates will increase overall by 10% on the EOY Math SOL to 28.8%.

Overall, Math Scores are below the expected district target on the Math SOL.

We will monitor our progress using the following goals:

- By June 2027, our overall Math pass rate will meet or exceed 85%.
- Grades 2-5 overall will demonstrate mastery and proficiency rates to average 75% pass rate 70% of the time on unit assessments.

Science:

The **PWCS Elevate 2030 Strategic Plan** outlines the following pass rates for science:

- **85% of student groups in 5th Grade will pass the Science SOL.**
- **All student groups will increase pass/advanced rates on science SOL test by 10 percentage points.**

In analyzing our data... Our overall Science pass rate is short of 85% at 76.8%, and our pass advanced rates increased to 31.7% from 24.55%. We did not meet our goal of increasing by 10 points. Our ELL subgroup and SWD subgroups performed better this year. Our ELL subgroup showed a 7% increase, and our SWD subgroup showed a 6% increase in pass rates. Overall, while our data showed some increase in science, it did not show it by 10 percentage points. Our greatest challenge is that routines in science are aligned and rigorous vertically, K – 5 with many structured opportunities for writing to justify thinking and understanding so that students are engaged from start to finish. In addition, there is an increasing opportunity for scientific language to be used in discussions and writing.

Our Desired Future State:

Students are performing below the expected target on the Science SOL.

We will monitor our progress using the following goal:

- By June 2027, 80% or more of Students will pass the Science SOL.
- By June 2027, our SWD and ELL subgroups will increase their scores by 10 percentage points.
- By June 2027, our Pass Advanced rates in science will continue to increase by 10 percentage points

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1: To improve reading achievement overall with a continued focus on SWD and ELL growth and increase pass advanced scores in all areas, grade levels and subgroups.

Root Cause: The root cause of the problem is preparation and planning.

Strategic Priority 2: To improve math achievement overall with a continued focus on SWD and Ell growth and increase pass advanced scores in all areas, grade levels and subgroups.

Root Cause: Planning/Teacher Preparation

Strategic Priority 3: To improve Science achievement overall with a continued focus on SWD and ELL growth and increase pass advanced scores in all areas, grade levels and subgroups.

Root Cause: The root cause of the problem is that we do not have consistent expectations for science K-5 with fidelity.

Positive Climate and Culture

Positive Climate and Culture Current State

A positive climate and culture are important to our overall school improvement. We have been focused on decreasing our chronic absenteeism, and we have been monitoring students' feelings of engagement and belongingness.

According to end of the year data, our school decreased our end of year absenteeism rate by 2% as we currently have a chronic absenteeism rate of 9.18%. We met our 25-26 CSIP Goal of 10% or less. Our subgroup data decreased as well. Currently our Asian is at 2.33%, Black at 2.33%, Hispanic at 15.16%, White at 6.03%, Economically Disadvantaged at 14.65%, ELL at 11.54% and SWD at 13.86%.

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 higher elevated mean for student engagement, student belonging, hope, and social emotional learning, and all areas increased from last year. Our school survey shows that 91% of students feel that SHES has a positive and supportive climate. However, we do notice in our Gallup Poll Data that in the areas of Student Hope and Student Engagement, while overall, the satisfaction score improved, the breakdown of data shows two areas that, while above the district mean, have not shown growth from last year. The two areas are student active disengagement at 11% and student discouragement at 23%.

Our CSIP plan also maintains a focus on our Panda Essentials and time spent in the classroom discussing the importance of these initiatives. In house school surveys shows 88% of students reporting that the Panda Essentials are being discussed daily in the classroom.

Our percentage of students receiving exclusionary discipline practices is at 1.8% with all subgroups within 4% of the average. This improved based on our 2.56% last year. Most of our students adhere to the high expectations and reinforcement of our core Panda Essentials.

Students are a great part of our climate and culture. We seek their input, as we monitor their feelings of engagement and belongingness during the school year. Students also take part every day in learning our essentials and demonstrating their importance. Positive referrals are given for those showing outstanding demonstration of those essentials and staff, parents, and students are involved in those celebrations. Chronic absenteeism has improved. We meet weekly to discuss attendance, plan phone calls, and establish meetings with families. We feel our consistency along with amazing community support benefits our students as they are attending school.

Our school exclusion discipline practices are low, as most of our students adhere to the high expectations and reinforcement of our core Panda Essentials. Getting into the classrooms discussing the essentials, having teachers use these essentials in morning meetings, and allowing students the opportunity to reinforce them every day on the announcements along with our assemblies two times a year, help support this culture. Our CSIP Impact Goals monitor attendance and Student Belongingness as this has helped support and improve our results as it has been a consistent focus. While we have seen growth and improvement in our Gallup results, our team still believes that are improvement gap should be further increased with the specific focus in Engagement and Hope.

Positive Climate and Culture Desired Future State

The **PWCS Elevate 2030 Strategic Plan** outlines the following target for Student Hope and Student Engagement.

- **PWCS will achieve a 13% increase in Hope as measured by the Gallup Student Poll.**
- **PWCS will achieve a 15% increase in Engagement as measured by the Gallup Student Poll.**

In analyzing our data... we do notice in our Gallup Poll Data that, while overall, the satisfaction score improved, the breakdown of data shows two areas that remain consistent from last year. The two areas are student active disengagement at 11% and student discouragement at 23%. Our full Student Hope score increased, but only by .14 of a point, and our

Student Engagement score improved only by .08 of a point. Thus, this combination will be the areas of continued focus. Signal Hill is below the expected target in Student Hope and Engagement.

During the 26-27 school year, our Student Hope score and Student Engagement score will increase by 10%.

We will monitor our progress using teacher-developed surveys given at the beginning, middle, and end of the year, and an expectation/management target will be added to our walk-through tool.

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1: To strengthen student hope through strengthening staff and student relationships

Root Cause: We do not all have consistency in establishing the relationships, hope, and desire in their ability to succeed to the next level

Strategic Priority 2: To strengthen student engagement through strengthening consistent academic and behavioral expectations K-5 while incorporating High Quality Instructional Material.

Root Cause: We do not have consistent academic and behavioral expectations K-5.

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 positive about our school environment, personalized learning, communication and involvement, and leadership as the overall grand mean is higher than the division average. Our focus for the upcoming school year will continue to be strengthening family engagement with a focus on our families where English is not their first language and families of students with disabilities. These families have expressed a desire to better understand how to help their students. This will target our area of engagement for the upcoming year.

Our school has a robust PTO (Parent Teacher Organization) partnership. Through our PTO we have partnered with Texas Roadhouse and Crumble Cookies throughout the years. 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 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. In monitoring attendance to our PTO and PPAC sessions, our attendance is lower for our non-English Speaking Families with virtually no more than 2 to 3 families during the 25-26 school year. Our focus since 2022-23 was to build a highly functioning PPAC (Parent Principal Advisory Council) that focused on the partnership between community and school. We have monitored our growth consistently. We have worked to incorporate academic and social emotional information into our sessions for our community and seek parent input on discussions. Thus, we have made gains and have a highly functional advisory council.

Family and Community Engagement Desired Future State

Our goal is to continue to improve our family engagement and academic standards with our families. Our greatest challenges are attendance of our families where English is not the first language to our advisory council meetings. In addition, our other challenge is to build intense communication with our subgroups SWD and ELL where families need additional support to feel confident in supporting their child academically. We firmly believe that we cannot "Go the Extra Mile, and do what is RIGHT in our Heart" without the strong communication and partnership from our families and community.

The **PWCS Elevate 2030 Strategic Plan** outlines the following target for Commitment 3, Objective 3.1.

• 85% of newcomers, English-learner families, military connected families, and families of students with disabilities reporting a fully engaged educational environment that is welcoming and creates a sense of belonging.

In analyzing our data, our greatest challenge is that we are not making the connections with our ELL and SWD families as we should to enhance academic growth through family school partnership.

We will use the following goal to monitor our progress.

- By June, 2027, 85% of English –Learner families and families of students with disabilities will report a fully engaged educational environment that is welcoming and creates a sense of belonging.

We will monitor this survey three times a year. We will implement SWD and ELL case management communication days with families three times per year for students below academic target where the conference focus will be understanding and implementing effective strategies to support academic growth. In addition, we will offer Advisory Sessions

geared towards our English Learner and SWD families.

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1: To strengthen our academic standards through consistent communication and involvement from our families.

Root Cause: The root cause of the problem is that we are not intentionally focused on supporting parents academically so that they can support their children

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 Data and Growth Report
- 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

- Completion rates and/or graduation rates data
- 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

Additional Data Priorities

- Other Data Documentation Sources

Commitments

Commitment 1: Learning and Achievement for All

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If teachers, K-5, participate in structured collaborative planning that intentionally designs rigorous lessons in ELA to include explicit foundational skills, fluency practice, high quality questioning, student discourse and opportunities for students to show comprehension of text with intentional writing opportunities	then teachers will consistently implement high quality Tier 1 instruction resulting in improved reading comprehension	which will lead to an increased overall SOL pass rate of 85%, a stronger SWD performance of a 62% pass rate, a 10% higher pass advanced rate, and fewer students, 12% or less, identified at risk on all assessments.

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 85% of students, grades 3-5, will pass the 2026-27 Reading SOLS with a 62% or greater pass rate in our SWD subgroup and a 68% or greater pass rate in our ELL subgroup and a 10% increase, overall, in our pass advanced rates to be at 22.8% or greater.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: Students Grades 3-5 will demonstrate passing rates of 80% or above, 70% of the time on Newsela Assessments to include reading and writing with our SWD subgroup demonstrating at least a 65% pass rate 70% of the time and our ELL subgroup demonstrating a 68% pass rate 70% of the time.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: 12% or less of our students in K-2 will be identified as high risk by the end of the year as evidenced through VALLS assessments.	Formative			Summative
	BOY	MOY	EOY	
Impact/Implementation Goal 4 Details	Reviews			
Impact/Implementation Goal 4 Goal Type: Impact Goal Impact Goal: 75% or more of students will be reading on grade level as evidenced by the end of the year 26-27 STAR Assessment. 65% of our SWD students will be on grade level, and 68% of our ELL students will be on grade level by the EOY Assessment.	Formative			Summative
	BOY	MOY	EOY	
Impact/Implementation Goal 5 Details	Reviews			
Impact/Implementation Goal 5 Goal Type: Implementation Goal Implementation Goal: 100% of teachers K-5 will explicitly teach foundational skills from the beginning of the year with a focus on the execution of the strategies through explicit modeling, and corrective feedback so that students purposefully practice these skills and apply them both with connected text and out of context. This will be measured through #3 and #4 of the Foundational Walkthrough Tool.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Using a beginning of the year CLT opportunity, all Teachers K-5 will attend professional development on incorporating foundational skills (understanding each skill and pattern), tracking progress, and providing opportunities for practice. Teacher implementation will be practiced and a lesson observations will be watched and discussed by the team for each teacher. In addition, this goal will be monitored through walkthrough tools using #3 and #4.

Target Start Date: September 1, 2026

Target End Date: September 21, 2026

Deliverables/Evidence: Information gained through walkthrough tools and student weekly assessments, team observation, and discussion.

Staff Responsible for Monitoring: Teachers and administrators

Alignment to Strategic Plan Objective(s): Commitment 1.0; Objective 1.1

Progress Monitoring Frequency and Tools: Student Progress Monitoring Weekly; Walkthroughs Monthly.

Incomplete

Progress Notes: None

Impact/Implementation Goal 6 Details		Reviews			
Impact/Implementation Goal 6 Goal Type: Implementation Goal Implementation Goal: 100% of Teachers will implement Reading Lessons that employ high quality questions and tasks, build comprehension of texts, and include very intentional speaking and writing opportunities (Step 1, 2 and 3 of HHM) as evidenced through and monitored through #2 of the SHES Comprehension walk through tool.		Formative			Summative
		BOY	MOY	EOY	

Significant Action 1: Grade level and CSIP leadership on each team will follow a specific CLT protocol questions during strategy sessions and CLT time to ensure that the team is thinking deeply about how to make solid connections with students and provide students the opportunity to synthesize their understanding and apply new knowledge. All members will be prepared to discuss prior to the meeting. Grade level teams will use a rubric to assess progress throughout the year.

Target Start Date: August 31, 2026

Target End Date: May 14, 2027

Deliverables/Evidence: Team leadership checklist documentation; CLT Rubric

Staff Responsible for Monitoring: Administration, Coaches, Team Leadership

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

Progress Monitoring Frequency and Tools: CLT Rubric filled out by GLC team to assess progress of implementation BOY, MOY, and EOY of the year.

Incomplete

Progress Notes: None

Significant Action 2: All teams Kg - 5th will plan a lesson study for a literacy lesson. It will be planned by the team, using specific protocol, and choosing a teacher to teach. The team will watch together, modify and reteach. Areas of focus will include high quality questions and texts on or above complexity level expected, and high tasks including oral and written responses so that students can demonstrate their understanding to show meaningful knowledge of what was taught.

Target Start Date: September 1, 2026

Target End Date: February 19, 2027

Deliverables/Evidence: Lesson Plan Documentation and Walk through Data

Staff Responsible for Monitoring: Teacher Teams and Administration

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

Progress Monitoring Frequency and Tools: Observation Notes, revised lessons before and after (monitoring adjustments made to student work, student performance and discourse.

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 engage in collaborative planning that intentionally designs rigorous math instruction using clear math vocabulary development, error analysis, number sense routines, high cognitive demand problem solving practices with mathematical discourse	then students will show ownership through using the mathematical language, asking questions, problem solving, communicating, representing, justifying and explaining their understanding	which will lead to an overall SOL pass rate of 87% with EOY Math pass advanced rates at or over 28.8%, with an SWD EOY SOL pass rate of 60% or greater and ELL EOY SOL pass rate of 75% or greater.

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 87% of students, grades 3-5, will pass the 2026-27 Math SOLS with at least a 60% pass rate in our SWD subgroup, 75% pass rate in our ESOL subgroup, and a 10% increase, overall, in our pass advanced rates to be at 28.8% or greater.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 100% of students in grades 3-5 will show at least 70% pass rate (average) per grade level on Math Unit Assessments. 100% of students in the SWD and ELL subgroups will show a 67% pass rate (average) per grade level on math unit assessments.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of teachers will provide instructional opportunities and expectation for students to use math language/vocabulary in their answers and in student discourse. This will be monitored using Question 1 of the SHES Math Walkthrough tool that will monitor explicit teacher modeling and student use of math vocabulary in their class discussions.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: 100% of teachers will have Math Vocabulary from VDOE posted and used in all classrooms K-5.

Deliverables/Evidence: Utilization of students using language will be monitored through Math walkthrough form; Teacher review and discussion of student exit tickets to ensure vocabulary use.

Staff Responsible for Monitoring: Administration

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

Progress Monitoring Frequency and Tools: Utilization of students using language will be monitored through Math walkthrough form; student work (review and discussion bi weekly in CLT.)

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Reviews			
Impact/Implementation Goal 4	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: 100% of Teachers will be trained in the BTC (Building Thinking Classrooms) Routines and will target additional chapters in the book during the 2026-27 school year to include special education, ESOL, and Encore Teachers.

Target Start Date: September 1, 2026

Target End Date: April 1, 2027

Deliverables/Evidence: Attendance list for all training; walkthrough tool to monitor justification, representation, and explanation.

Staff Responsible for Monitoring: Math Coach, Teachers, Administrators

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

Progress Monitoring Frequency and Tools: Walkthrough tool and progress notes on CSIP

Incomplete

Progress Notes: None

Impact/Implementation Goal 5 Details	Reviews			
Impact/Implementation Goal 5 Goal Type: Implementation Goal Implementation Goal: 100% of special education teachers will use the tools necessary to support all learning needs. This will be monitored through number 2 of our SHES Math walkthrough tool. #2 of the Walkthrough tool will monitor whether students have the visual and tactile manipulatives that are needed for developmental and conceptual understanding.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Grade level and CSIP leadership on each team will follow a specific CLT protocol questions during Math strategy sessions and Math CLT time to ensure that the team is thinking deeply about how to make solid connections with students and provide students the opportunity to synthesize their understanding and apply new knowledge. Discussions will include tools necessary to support learning needs, make purposeful connections, spiral review, and preparations necessary for error analysis sessions with students. All members will be prepared with data and materials to discuss prior to the meeting. Grade level teams will use a rubric to assess progress throughout the year.

Deliverables/Evidence: Walkthrough tool question 2; CLT Rubric

Staff Responsible for Monitoring: GLC and CSIP Leads, Administrators

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

Progress Monitoring Frequency and Tools: CLT Rubric

Incomplete

Progress Notes: None

Impact/Implementation Goal 6 Details	Reviews			
Impact/Implementation Goal 6 Goal Type: Implementation Goal Implementation Goal: 100% of teachers will make connections through daily number sense routines to build fluency and flexible thinking while improving math automaticity as measured by weekly student growth assessments and monitored through #3 of the walkthrough tool that will focus on student responses in representing the understanding of their number sense.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Using CLT meeting rotation schedule, teacher teams will discuss data, student performance, and high yield number sense routines with ELL and SPED teachers present to create plans for intervention and reteaching and monitor the effectiveness of the plans.

Deliverables/Evidence: Data Documentation from weekly assessments

Staff Responsible for Monitoring: Math Coach, teachers, administrators

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

Progress Monitoring Frequency and Tools: Data Documentation and Progress documentation in Progress note section of CSIP Plan.

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 collaboratively design and consistently implement vertically aligned science instruction that incorporates investigation standards, Claim-Evidence-Reasoning, academic discourse, scientific writing, and hands-on inquiry,	then students will consistently engage in rigorous scientific thinking by explaining, justifying, interpreting, and applying scientific concepts,	resulting in increased Science SOL proficiency and improved subgroup performance which will lead to 80% of 5th grade students passing the science SOL with an ELL pass rate of 65% or greater, and an SWD pass rate of 50% or greater.

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 80% of 5th grade students will pass the science SOL EOY Test with an SWD pass rate of 50% or greater and an ELL pass rate of 65% or greater.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: Students in 4th and 5th grade will show an Average of 70% pass rate on unit assessments with an ELL pass rate of 65% or greater and an SWD rate of 50% or greater.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: 100% of teachers K-5 will vertically incorporate a classroom environment with aligned, high quality science content where students are engaged from start to finish expressing, clarifying, justifying, interpreting, explaining, and representing ideas and are talking and asking questions to improve their understanding or using writing and or discussion to share and justify their understanding as measured by the SHES walkthrough tool.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Students will use a Science Notebook (can be digital for 3-5) to include documentation of learning, important vocabulary, essential questions, and justification of understanding.

Deliverables/Evidence: Student Notebooks to include student reflection. Students looking at Science notebooks to see justification for understanding.

Staff Responsible for Monitoring: Teachers; administration

Alignment to Strategic Plan Objective(s): Commitment1: objective 1.1

Progress Monitoring Frequency and Tools: Walkthroughs to capture use of science notebooks, and students documenting learning and the justification of understanding.

Incomplete

Progress Notes: None

Significant Action 2: Science vertical team K-5 will meet 3 times throughout the year to discuss notebook and expectation alignment; in addition to looking at lesson plans that vertically align to the scientific method SOLS K-5 so that students are actively engaged and expected to express, clarify, justify, interpret, explain and represent ideas orally and in writing.

Deliverables/Evidence: Increase on student unit scores; walkthrough tool

Staff Responsible for Monitoring: Administration

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

Progress Monitoring Frequency and Tools: Weekly walkthroughs

Incomplete

Progress Notes: None

Commitment 2: Positive Climate and Culture

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If teachers seek to get to know their students, establish meaningful relationships, provide coaching and feedback to strengthen positive behaviors, provide a safe, well managed learning environment with structure and expectations while collecting feedback from students throughout the year,	then students will feel more hopeful and more engaged in the classroom	which will lead to at least an a 13% increase in our Student Hope Score and our Student Engagement Score on the end of the year gall up poll.

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By the end of the year, the Gallup Poll will show that students report at least a 13% increase in our Student Hope Score (53% or greater), and also our Student Engagement Score (80% or greater).	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Impact Goal: Quarterly in house surveys for students K-5 will show that 85% or more of students will report as feeling hopeful and also feeling engaged in school.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Teachers will establish quarterly meetings with their students to promote and foster the relationships that build hope and engagement.

Target Start Date: August 24, 2026

Target End Date: January 25, 2027

Deliverables/Evidence: Students will report feelings of hope and engagement.
Student success of academic goals established in commitment 1.

Staff Responsible for Monitoring: 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: Teachers will create a learning environment that is structured and well managed and monitored through a specific walkthrough tool addressing management.

Deliverables/Evidence: Student learning and focus as measured through walkthrough data.

Progress Monitoring Frequency and Tools: Walk through data monitoring a well managed classroom that has established expectations, is clean, and promotes highly engaged student learning.

Incomplete

Progress Notes: None

Commitment 3: Family and Community Engagement

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we increase the knowledge and confidence to support learning with our families through providing specific academic communication meetings with our SWD and ELL families and continue to provide family engagement connections into each of our parent advisory meetings	then families of students in our SWD and ELL subgroups will better understand how to support their child as well as increase participation in our Advisory Council to better understand how they can influence decisions at the school as collaborative partners	which will lead to 85% of Parents of our English-Learner Families and 85% of Parents of students with a SWD (student with disability) reporting that SHES has an engaged educational environment that is welcoming, that creates a sense of belonging, and that provides knowledge and confidence to parents to support learning.

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Implementation Goal Impact Goal: 85% of Parents of our English-Learner Families and 85% of Parents of students with a SWD (student with disability) will report that SHES has an engaged educational environment that is welcoming and that creates a sense of belonging, provides clarity and understanding, and is a school that seeks inclusive collaboration with all families as evidenced through our school based survey given 3 times a year.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: ELL and SWD subgroups will increase academic SOL scores in all areas by 5%.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: ELL Teachers and SWD Case Managers (level 1) will meet with parents 2 times per year for the purpose of strengthening parent understanding of instructional expectations and ways to support their students outside of teacher conference time.

Deliverables/Evidence: Documentation of Meetings

Staff Responsible for Monitoring: ELL Teachers and Case Managers

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

Office/Dept Collaborators: Home School Liaison

Progress Monitoring Frequency and Tools: Progress monitoring on CSIP progress notes.

Incomplete

Progress Notes: None

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Signal Hill will increase Parent Advisory Attendance of the non English Speaking family attendance from 3 families to 10 families by the end of the year.	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Provide opportunities at each Advisory Meeting for parents and staff to engage in feedback (translation/Interpretation/ and Food Provided) regarding continuous improvement plan, budget, student achievement, instructional goals, enrollment, staffing, safety and discipline.

Deliverables/Evidence: Survey results

Staff Responsible for Monitoring: Administration

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

Progress Monitoring Frequency and Tools: Notes provided in note section of CSIP Plan

Incomplete

Progress Notes: None

Funding Sources: Food for Meeting Agendas - Parent Advisory - Site-Based Budget - \$500

Commitment 4: Organizational Coherence