

# Prince William County Public Schools

## Bel Air Elementary

### 2025-2026 School Continuous Improvement Plan



**Validation of Continuous Improvement Plan Date:** August 11, 2025  
**Executive Cabinet Member:** Dr. Maggie De La Rosa  
**Principal/Director:** Jason Pensler

# Mission Statement

Through intentional interactions of school, family and community our students will be provided a safe and caring learning environment where they can build strong relationships that allows them to take risks and grow as learners. Students will received a world class inclusive education where they explore and develop an appreciation for different cultures so they are prepared to live in the 21st century world.

# Vision

Bel Air Panthers are globally-minded citizens and independent thinkers who have a love for learning. They will be resilient, kind and open-minded individuals who have an appreciation for diversity and are contributing members of society.

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# Comprehensive Needs Assessment

## Learning and Achievement for All

### Learning and Achievement for All Current State

**READING:** Reading performance across grades 3–5 presents an opportunity for targeted growth, as current SOL proficiency rates highlight areas where focused support can make a meaningful impact. The overall pass rate stands at **63% (121/192)**, reflecting a 2 percentage point decrease. Grade-level breakdowns are as follows:

- **3rd Grade:** 63.8% (44/69) – ↓ 6 points
- **4th Grade:** 63.6% (35/55) – ↓ 6 points
- **5th Grade:** 61.8% (42/68) – ↓ 4.5 points

The percentage of students achieving **Pass Advanced** dropped to **6.3%**, a **3.6-point decrease** from last year.

### Subgroup Performance

- **SPED Reading:**
  - Overall: 52.8% (19/36) – ↑ 1.8 points
  - Excluding self-contained:
    - 2023–24: 51% (26/51)
    - 2022–23: 65.9% (29/44) – ↓ 14.9 points over two years
- **ELL Reading:**
  - 2024–25: 45.8% (49/107) – ↓ 5.6 points
  - 2023–24: 51.4% (56/109)
  - 2022–23: 44.2% (46/104)

### HMH End-of-Year (EOY) Data - On/Above Grade Level:

- 2nd Grade: 45% – ↑ 35 points from BOY
- 3rd Grade: 59% – ↑ 34 points
- 4th Grade: 53% – ↑ 22 points
- 5th Grade: 33% – ↑ 7 points
- **Overall:** 48% (↓ 1 point from 2023–24)

### VALLSS Progress Monitoring (K–3)

- **Overall Low Risk:** 46% (↑6 points from Fall)
  - K: 60%
  - 1st: 71%
  - 2nd: 59%

### Spanish VALLSS (K–3)

- **Overall Low Risk:** 76.8% (63/82)
  - K: 60%
  - 1st: 90.5%
  - 2nd: 82.4%

- 3rd: 85.7%

## WIDA ACCESS [EL Progress Summary]

- **Overall % Growth/Progress:** 69.4% (160/230) ↑ 8.3 points
  - Level 1 Entering: 45.5%
  - Level 2 Beginning: 58.3%
  - Level 3 Developing: 77.5%
  - Level 4 Expanding: 83.3%

]During the 2024–25 school year, Bel Air Elementary School implemented a variety of instructional strategies and supports to strengthen reading instruction across all grade levels, while also navigating the unique needs of the Dual Language Immersion (DLI) program.

### Foundational Skills and Core Instruction:

- *K–2:* Implemented UFLI (University of Florida Literacy Institute) with ongoing professional development.
- *Grades 3–5:* Used HMH Foundational Skills and core HMH reading curriculum (K–5).

### Collaborative Learning Teams (CLTs):

- Practiced UFLI components and unpacked comprehension standards.
- Aligned texts and developed high-level oral and written questions.
- Co-planned with EL teachers to ensure alignment between tasks and lesson experiences.

### Support for Diverse Learners:

- EL services delivered through push-in support during the ELA block.
- SWD received pull-out interventions during the ELA block.
- Lexia and Lexia English supported language and literacy development.
- Lexia Lessons and VALLSS interventions were used in tutoring for Kindergarten and Grade 3.
- Benchmark Phonics Intervention supported VALLSS in Grades K–3.

### Coaching and Professional Development:

- Coaching cycles focused on Grades 2 and 3, with additional support across all grades.
- Tutoring staff in Grades 4 and 5 received targeted coaching.
- PD topics included:
  - UFLI implementation (K–2)
  - Explicit vocabulary instruction (K–5)
  - Differentiating question types to deepen comprehension

### Instructional Feedback and Monitoring:

- Coteaching models varied in consistency across grade levels.
- Feedback was provided through walkthrough tools, written communication, and reflective planning meetings.

### Impact of Dual Language Immersion (DLI):

- **Time Constraints:** Instructional planning and delivery were impacted by limited time within the reading block, making it challenging to balance English and Spanish instruction effectively.
- **Inconsistent Materials:** Spanish Language Arts resources varied by grade level, with Kindergarten using SAVVAS and Grades 1–5 using Benchmark, leading to inconsistencies in instructional quality and alignment.
- **Additional Assessments:** DLI students completed extra assessments to monitor Spanish language acquisition, adding to the instructional and planning load for teachers.

**MATHEMATICS:** Mathematics performance across grades 3–5 has shown **notable improvement** in the 2024–25 school year, particularly in comparison to the previous year’s results. Prior to retakes, the overall math SOL pass rate for grades 3–5 was 67% (**129/194 students**), representing a **11 percentage point increase** over the 2023–24 school year.

### Grade-Level Performance

- **3rd Grade:** 73.9% (51/69) of students passed, a **1.7 percentage point increase** from the previous year.
- **4th Grade:** 67.9% (38/56) passed, a **11.6 percentage point increase**.
- **5th Grade:** 58% (40/69) passed, showing the **most significant growth** with a **13.8 percentage point increase** over last year.

These gains suggest that instructional strategies and supports implemented during the year are beginning to yield positive outcomes, especially in 5th grade where targeted interventions were emphasized.

### Subgroup Performance

Despite overall gains, **achievement gaps persist** among specific student groups:

- **Students with Disabilities (SPED):**
  - 2024–25: 52.8% (19/36) passed, an **increase of 5.7 percentage points** from 2023–24.
  - When excluding self-contained students: 29.03% (9/31) passed.
  - Historical trend: 47.1% (2023–24), 63.6% (2022–23) – indicating a **steady decline** over three years.
- **English Learners (ELs):**
  - 2024–25: 55% (60/109) passed, a **11.1 percentage point increase** from 2023–24.
  - Historical trend: 43.9% (2023–24), 45.9% (2022–23) – showing **gradual improvement**.

These trends highlight the need for **more targeted and sustained support** for SPED students, while continuing to build on the progress made with EL students.

### Instructional Assessment Data

Interestingly, **SOL scores outperformed end-of-unit assessments**, suggesting that students may be responding well to cumulative review and test preparation:

- 3rd Grade: 54% mastery on end-of-unit assessments
- 4th Grade: 59% mastery on end-of-unit assessments
- 5th Grade: 48% mastery on end-of-unit assessments

This discrepancy may indicate that while students are capable of demonstrating proficiency on standardized assessments, there may be **inconsistencies in day-to-day instruction or assessment alignment**.

### Early Grades (K–2) and Foundational Skills

- **73% of K–2 students** are performing at the mastery/proficient level in mathematics.
- **89% of kindergarten students** met the benchmark on the **Virginia Kindergarten Readiness Program (VKRP)** Early Mathematics Assessment System (EMAS), indicating strong foundational skills entering upper elementary grades.

### Instructional Practices and Supports

The school has made significant strides in strengthening **Tier 1 instruction** through the following strategies:

- **Use of High-Quality Instructional Materials (HQIM)** and the **Concrete-Representational-Abstract (CRA)** model:
  - CRA was embedded as a **fluid, integrated cycle** rather than a linear progression, helping students make deeper conceptual connections.
  - Teachers practiced using CRA during CLTs to better understand how students might approach problems.
- **Collaborative Learning Teams (CLTs):**

- Teachers unpacked standards and took ownership of learning experiences.
- Emphasis was placed on **justification and student discourse**, both written and verbal.
- **Micro-PD sessions** during CLTs modeled the use of manipulatives and strategies.
- **Coaching and Co-Teaching:**
  - Coaching was **strategically targeted** to teachers needing support in specific areas.
  - Co-teaching was used to support experienced teachers new to a grade level.
  - EL teachers participated in CLTs for grades K, 1, 4, and 5, and co-taught in math classes, especially in 5th grade, with a focus on **academic vocabulary and kinesthetic strategies**.
- **SPED Supports:**
  - Push-in support was provided during Tier 1 instruction, though not always consistently.
  - Students had access to accommodations such as manipulatives and calculators.
  - Self-contained SPED classrooms received shared HQIM-aligned resources to support multi-grade instruction.
  - Plans are in place to include **Level 1 SPED teachers in CLTs** and offer coaching and co-teaching models next year.

**SCIENCE** : Science performance across grades 4 and 5 continues to show variability, with both areas of growth and concern. For the 2023–24 school year, **58% (40/69) of 5th grade students passed the Science SOL after retakes** , reflecting a **12.5 percentage point increase** from the previous year. However, the **initial pass rate before retakes was 50.7%** , indicating that nearly half of the students required additional support to meet proficiency. Comparatively, the **overall Science SOL pass rate declined** from **59.4% in 2022–23 to 45.5% in 2023–24** , highlighting a broader trend of underperformance that warrants targeted intervention.

End-of-unit assessment data reveals mixed results:

- **4th grade students** achieved **50.7% mastery** , a **6-point decrease** from the previous year (56.3% in 2023–24).
- **5th grade students** showed improvement, with **61% mastery** , up from **56% in 2023–24** .

These results suggest a **positive correlation between end-of-unit assessments and SOL performance** , particularly in 5th grade, where gains in classroom assessments aligned with improved SOL outcomes.

Subgroup performance data indicates persistent achievement gaps:

- **English Learners (ELs)**: 28.1% (9/32) passed the Science SOL in 2024, a slight increase from 24.3% (9/37) in 2023.
- **Students with Disabilities (SPED)**: 46.7% (7/15) passed in 2024, up from 38.5% (10/26) in 2023.

Staffing instability has impacted instructional continuity, with only one consistent 5th grade science teacher during the 2023–24 school year. Additionally, the **implementation of new science standards for 2024–25** presents both a challenge and an opportunity for instructional alignment and curriculum development. To address these challenges, the school has implemented several strategic supports:

- **Science Collaborative Learning Teams (CLTs)** and **instructional coaching**
- **Dedicated collaboration and planning days**
- **Cross-curricular integration** of science in language arts through research projects
- **SOL review sessions** with the school librarian
- A **science-focused field trip** reinforcing 4th grade standards for 5th grade students

Despite these efforts, the data underscores the need for continued focus on instructional consistency, targeted support for EL and SWD populations, and alignment with the new standards to improve science outcomes school-wide.

**STAFFING TRENDS AND PATTERNS** (Identify data trends and patterns in resignations, retirements, and vacancies from the past three years.):

There have not been any trends and patterns in resignations, retirements and vacancies in the past three years. Over the past three years, teachers have left Bel Air due to: Relocation with family, better opportunity, Health reasons and retirement. This has varied from year to year.

**2022-2023 (9 Staff left Bel Air)**

- Family move – 2
- Health Issues – 2
- Position moved to Part Time – 2
- Retirement 2
- Transfer within PWCS 1
- TPOTA – 2

#### **2023-2024 (10 Staff left Bel Air)**

- Retirement – 1
- Participate – 1
- Transfer within PWCS – 5 (3 moved to middle and high)
- TPOTA – 3 (both replaced in November with certified teachers)
- Resignation – 1

#### **2024-2025 (11 Staff left Bel Air)**

- Retirement – 2 (KG Teacher and Preschool TA)
- Transfer within PWCS – 7
- TPOTA – 1
- Resignation – 1 (relocating to PA)

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

**READING:** We need to continue to implement and monitor the following impact goals during SY25-26 as we did not reach the division's strategic plan goals in reading.

- 75% or more of students in Grades 3-5 demonstrating proficiency on the Reading Standards of Learning (SOL) assessment.
  - BOY - Data will not be available until EOY
  - MOY - Data will not be available until EOY
- 55% or more of English Learners (EL) in Grades 3-5 demonstrating proficiency on the Reading Standards of Learning (SOL) assessment.
  - BOY - Data will not be available until EOY
  - MOY - Data will not be available until EOY
- 60% of students in Grades 3-5 will be On/Above Grade Level in reading as demonstrated on HMH Growth Measure Reading
  - BOY - 50%
  - MOY - 55%
- 55% of students in Grades K-3 will be Low Risk as demonstrated on VALLSS
  - BOY - 46%
  - MOY - 50%

**MATHEMATICS:** We need to continue to implement and monitor the following impact goals during SY25-26 as we did not reach the division's strategic plan goals in mathematics.

- 75% or more of students in Grades 3-5 demonstrating proficiency on the Mathematics Standards of Learning (SOL) assessment.
  - BOY - Data will not be available until EOY
  - MOY - Data will not be available until EOY
- 55% or more of students with disabilities (SWD) in Grades 3-5 demonstrating proficiency on the Mathematics Standards of Learning (SOL) assessment.
  - BOY - Data will not be available until EOY
  - MOY - Data will not be available until EOY
- 75% or more of students in Grades 3-5 demonstrating Mastery/Proficiency (77% or higher) on PWCS End-of-Unit assessments.
  - BOY - 60%
  - MOY - 68%
- 55% or more of students with disabilities (SWD) in Grades 3-5 demonstrating Mastery/Proficiency (77% or higher) on PWCS End-of-Unit assessments.
  - BOY - 40%
  - MOY - 48%
- 80% of students in grades K-2 will demonstrate an S or higher on End-of-Unit assessments.
  - BOY - 70%
  - MOY - 75%

**SCIENCE:** We have not met the division's strategic plan goals in science. Therefore, we will continue to implement and monitor the following impact goals throughout SY25-26.

- 75% or more of students in Grade 5 demonstrating proficiency on the Science Standards of Learning (SOL) assessment and End-of-Unit assessments.
  - BOY - Data will not be available until EOY
  - MOY - Data will not be available until EOY
- 50% or more of English Learners (EL) in Grade 5 demonstrating proficiency on the Science Standards of Learning (SOL) assessment.
  - BOY - Data will not be available until EOY
  - MOY - Data will not be available until EOY
- 75% of students in Grades 4-5 will demonstrate Mastery/Proficiency (77% or higher) on PWCS End-of-Unit Science assessments.
  - BOY - 60%
  - MOY - 67%
- 50% or more of English Learners (EL) in Grade 4-5 will demonstrate Mastery/Proficiency (77% or higher) on PWCS End-of-Unit Science assessments.
  - BOY - 40%
  - MOY - 45%

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

**Strategic Priority 1 (Prioritized):** Increase reading achievement for all students by enhancing Tier 1 instruction, with a focused emphasis on addressing the specific language and literacy needs of English Learners (ELs) through inclusive, evidence-based practices.

**Root Cause:** Tier 1 reading instruction has been inconsistently implemented and lacks sufficient differentiation to meet the diverse language and literacy needs of English Learners (ELs), resulting in limited opportunities for these students to access grade-level content and demonstrate understanding through oral and written language.

**Strategic Priority 2 (Prioritized):** Strengthen Tier 1 mathematics instruction and increase achievement for all students, with a focused emphasis on ensuring equitable access, differentiation, and support for students with disabilities (SWD).

**Root Cause:** There is inconsistent implementation of instructional practices and limited differentiation, resulting in few opportunities for all students to justify their mathematical thinking through oral and written tasks.

**Strategic Priority 3 (Prioritized):** Increase science achievement for all students by strengthening Tier 1 instruction, with a focused emphasis on supporting English Learners (ELs) through equitable, language-rich, and conceptually rigorous learning experiences

**Root Cause:** There is inconsistent implementation of instructional strategies and limited differentiation, resulting in reduced opportunities for all students to justify their scientific understanding using academic vocabulary in both oral and written tasks.

# Positive Climate and Culture

## Positive Climate and Culture Current State

Bel Air Elementary continues to foster a generally positive school climate, as evidenced by multiple data sources, including student surveys, division-wide metrics, and staff feedback. However, there are areas for growth, particularly in social-emotional learning and equitable student behavior experiences.

### Student Perception (Bel Air Survey – May 2025)

A school-created climate and culture survey for grades 3–5 revealed that:

**73.7%** of students reported a **positive school climate**.

**91.6%** felt their teacher is excited to teach.

**86.6%** said being at Bel Air makes them happy.

**81.0%** believed school rules are fair.

**69.8%** felt students are held equally responsible for behavior.

Only **39.7%** agreed that other students' behavior does not affect their learning—highlighting a key area for improvement in classroom management and peer interactions.

### PWCS/Gallup Engagement Student Survey (5th Grade – 2024–2025)

Due to changes in the county-wide survey, year-to-year comparisons are limited. However, current scores show:

**Engagement:** 3.97 (above PWCS avg. of 3.66)

**Hope:** 3.94 (slightly below PWCS avg. of 4.11)

**Belonging:** 3.95 (above PWCS avg. of 3.52)

**Social-Emotional Learning (SEL):** 3.39 (below PWCS avg. of 3.57)

Our lowest index was Social and Emotional Learning at 3.39 and was lower than the County score of 3.57. The low score appears due to the item stating, “when I am angry or upset, I am very good at explaining what is bothering me to other people.” This item was scored at 2.86 compared to the County score of 3.06. also, “when I disagree with other people, I am very good at finding a solution to our problem.” This item was scored at 3.16 compared to the County score of 3.45

### Staff Perception (UPBEAT Survey)

Staff feedback reflects strong leadership and safety perceptions:

**Principal/Teacher Trust:** 96 (+12 vs. PWCS)

**School Safety and Order:** 91 (+15 vs. PWCS)

**Instructional Leadership:** 94 (+5 vs. PWCS)

**Parent/Teacher Communication:** 88 (+5 vs. PWCS)

Areas for growth include:

**Collaboration:** 72 (–9 vs. PWCS)

**Work/Life Balance:** 50 (–11 vs. PWCS)

### PBIS and Belonging Initiatives

Bel Air enhanced its **PAWS (PBIS)** program with:

Staff and student training

School-wide goals and reinforcers

Increased focus on positive behavior recognition

To strengthen **student belonging**, the school expanded extracurricular and leadership opportunities:

### Chronic Absenteeism

**13.2%** in 2024–25 (↑1.1% from previous year)

Higher than **elementary school average (11.5%)**, but lower than **PWCS overall (16.1%)**  
Indicates a need to further connect climate and culture efforts with attendance strategies

### Exclusionary Discipline (1 or more exclusionary discipline)

**4.4%** in 2024–25 (2.2% lower from previous year of 6.6%)

Higher than **elementary school average (1.9%)**, but lower than **PWCS overall (4.5%)**

19 students in 2024-25 as compared to 31 students in 2023-24 [12 fewer students]

Grade levels of greatest concern of number of students with 1 or more are 2nd [7 students] and 3rd.[5 students]

During the 2024–25 school year, our school saw a notable reduction in exclusionary discipline incidents, with 4.4% of students receiving one or more exclusionary consequences. This marks a 2.2% decrease from the previous year's rate of 6.6%, translating to 12 fewer students (from 31 in 2023–24 to 19 in 2024–25). This progress reflects the impact of our ongoing efforts to implement restorative practices, strengthen Tier 1 behavior supports, and foster a more inclusive and supportive school climate.

While this reduction is encouraging, our exclusionary discipline rate remains higher than the elementary school average across the division (1.9%), though it is slightly below the overall PWCS average (4.5%). This suggests that while we are moving in the right direction, there is still significant work to be done to align with best practices and district-wide expectations for elementary schools.

A closer look at the data reveals that the highest concentration of exclusionary discipline incidents occurred in 2nd grade (7 students) and 3rd grade (5 students). This trend indicates a need for targeted behavioral and social-emotional supports at these grade levels. It may also reflect developmental challenges or gaps in classroom management strategies that require additional professional development and coaching for staff.

### Discipline Referral

22 students received a discipline referral in 2024–25 (down 49 student referrals from previous year)

Black [4], Hispanic [14], Multiple Races [1], White [3]

Student Grades: KG [1 referral], 1 [1 referral], 2 [12 referrals], 3 [5 referrals], 4 [1 referral], 5 [2 referrals]... decrease in discipline referrals for grades KG, 1, 3, 4, 5. Grade levels of greatest concern are 2nd and 3rd.

Behavior violations with 2 or more: Classroom/Campus Disruption - 16, Bus Violation - 9, Obscene/Inappropriate Language - 4, Tobacco Use - 2, Electronic Cigarettes - 2, Striking Staff with no visible injury - 2

Incident Location: Classroom - 11, Playground - 7

In the 2024–25 school year, our school experienced a significant reduction in the number of students receiving discipline referrals, with only 22 students referred—a decrease of 49 students from the previous year. This substantial improvement reflects the positive impact of our proactive behavior supports, increased staff training in classroom management, and our commitment to fostering a positive school climate.

### Demographic Breakdown:

Of the 22 students, the majority identified as Hispanic (14), followed by Black (4), White (3), and Multiple Races (1). This data highlights the need to continue examining our discipline practices through an equity lens to ensure all students are supported fairly and consistently.

### Grade-Level Trends:

The most concerning grade levels were 2nd (12 referrals) and 3rd (5 referrals), while grades KG, 1st, 4th, and 5th all saw decreases. This suggests a need for targeted behavioral interventions and supports in the early primary grades, particularly in 2nd grade, where nearly half of all referrals occurred.

**Behavioral Patterns:**

The most frequent behavior violations among students with two or more referrals included:

**Classroom/Campus Disruption (16)**

**Bus Violations (9)**

**Obscene/Inappropriate Language (4)**

**Tobacco/Electronic Cigarette Use (4 combined)**

**Striking Staff with No Visible Injury (2)**

These patterns indicate that classroom management and supervision during unstructured times (e.g., bus and playground) remain critical areas for improvement.

**Incident Locations:**

Most incidents occurred in the **classroom (11)** and **playground (7)**, reinforcing the importance of consistent expectations and supervision in both structured and unstructured environments.

**Positive Climate and Culture Desired Future State**

By June 2026, our student chronic absenteeism rate will decrease from 13.2% to 10%.

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

**Strategic Priority 1 (Prioritized):** Reduce chronic absenteeism by fostering a culture of attendance through proactive family engagement, early intervention systems, and consistent school-wide practices that identify and address barriers to regular student attendance.

**Root Cause:** Limited parental awareness of the school calendar, attendance-related policies, and the academic impact of absences--particularly regarding health guidelines and optimal travel times--contributes to unintentional student absenteeism.

# Family and Community Engagement

## Family and Community Engagement Current State

During the 2024–25 school year, Bel Air Elementary School focused on rebranding its image and creating meaningful, inclusive opportunities for family engagement. Guided by the belief, “We see you. We welcome you. You belong here,” we prioritized authentic connections between families and staff over formal structures, fostering a strong sense of belonging and community.

Rather than establishing a formal advisory council, we emphasized relationship-building through after-school events and open dialogue. This approach helped strengthen the home-school partnership and laid the foundation for deeper engagement moving forward.

Bel Air ES has a long-standing commitment to family and community partnerships:

- A dedicated Parent Liaison has served our school for over 10 years.
- We maintain an ongoing partnership with the Phi Kappa Zeta Chapter of Zeta Phi Beta Sorority, Inc. through their Adopt-a-School program (2020–present).
- Community organizations such as Move Church, Holy Family Church, and the Chow Wagon support our Healthy Backpack Program, providing meals and non-perishable goods to students.
- Grace Church of Dumfries has generously contributed through Grace Cares donations.

## Gallup Family Engagement Survey Results (Spring 2025):

- *63 families responded*
- Overall Family Engagement: 4.37 (PWCS average: 4.03)
- Welcoming Environment: 4.49 (PWCS: 4.15)
- School Environment: 4.41 (PWCS: 4.00)
- Academic Standards: 4.19 (PWCS: 3.83)
- Personalized Learning: 4.40 (PWCS: 3.97)
- Communication & Involvement: 4.35 (PWCS: 3.94)
- Leadership: 4.44 (PWCS: 4.07)

## Key Engagement Strategies:

- Adjusted event times to accommodate family schedules
- Multimodal communication (paper and electronic), with all digital content translated into home languages
- Spanish translations provided for all paper communications
- Bilingual Parent Liaison and front office staff available for interpretation and outreach
- Title I staff collaborated closely with the Parent Liaison to enhance communication
- Events included meals/snacks and take-home materials to support student learning at home

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

Bel Air Elementary School will establish a high-functioning Family Advisory Council in which both parents and staff share a clear understanding of the council's purpose and actively participate in collaborative decision-making processes that support school improvement. The council will serve as a trusted platform for two-way communication, shared leadership, and inclusive engagement.

Success will be measured by achieving a score of 16 or higher out of 20 on the High-Functioning Advisory Council Rubric. Progress will be monitored during the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) review cycles to ensure continuous growth and alignment with school goals.

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

**Strategic Priority 1 (Prioritized):** Establish a high-functioning Family Advisory Council that fosters meaningful collaboration between parents and staff, ensuring shared decision-making that reflects the needs and voices of the entire school community.

**Root Cause:** There is a lack of shared understanding among parents and school staff about the purpose, structure, and effective practices of a high-functioning advisory council, which has limited meaningful participation and collaborative decision-making.

# Strategic Priorities

**Strategic Priority 1:** Increase reading achievement for all students by enhancing Tier 1 instruction, with a focused emphasis on addressing the specific language and literacy needs of English Learners (ELs) through inclusive, evidence-based practices.

**Root Cause 1:** Tier 1 reading instruction has been inconsistently implemented and lacks sufficient differentiation to meet the diverse language and literacy needs of English Learners (ELs), resulting in limited opportunities for these students to access grade-level content and demonstrate understanding through oral and written language.

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

**Strategic Priority 2:** Strengthen Tier 1 mathematics instruction and increase achievement for all students, with a focused emphasis on ensuring equitable access, differentiation, and support for students with disabilities (SWD).

**Root Cause 2:** There is inconsistent implementation of instructional practices and limited differentiation, resulting in few opportunities for all students to justify their mathematical thinking through oral and written tasks.

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

**Strategic Priority 3:** Increase science achievement for all students by strengthening Tier 1 instruction, with a focused emphasis on supporting English Learners (ELs) through equitable, language-rich, and conceptually rigorous learning experiences

**Root Cause 3:** There is inconsistent implementation of instructional strategies and limited differentiation, resulting in reduced opportunities for all students to justify their scientific understanding using academic vocabulary in both oral and written tasks.

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

**Strategic Priority 4:** Reduce chronic absenteeism by fostering a culture of attendance through proactive family engagement, early intervention systems, and consistent school-wide practices that identify and address barriers to regular student attendance.

**Root Cause 4:** Limited parental awareness of the school calendar, attendance-related policies, and the academic impact of absences--particularly regarding health guidelines and optimal travel times--contributes to unintentional student absenteeism.

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

**Strategic Priority 5:** Establish a high-functioning Family Advisory Council that fosters meaningful collaboration between parents and staff, ensuring shared decision-making that reflects the needs and voices of the entire school community.

**Root Cause 5:** There is a lack of shared understanding among parents and school staff about the purpose, structure, and effective practices of a high-functioning advisory council, which has limited meaningful participation and collaborative decision-making.

**Strategic Priority 5 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
- Early childhood literacy and math goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

## Accountability Data

- State assessment performance report
  - SOL data for Reading and Math in grades 3- 5; VA Studies in grade 4; Science in grade 5; VALLSS in grades K-3
- Comprehensive, Targeted, and/or Additional Targeted Support data

## Student Data: Assessments

- State and federally required assessment information
- English Language Proficiency Assessment System results
- Early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity
- Economically disadvantaged
- Special education
- EL
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

## Student Data: Behavior and Other Indicators

- Attendance data
- Social Emotional Learning
- Discipline records
- School safety data
- Student surveys and/or other feedback

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- School department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### **Parent/Family/Community Data**

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

#### **Support Systems and Other Data**

- Master schedule
- Study of best practices

# Commitments

## Commitment 1: Learning and Achievement for All

### Division Objective:

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

### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
implement evidence-based decoding strategies and integrate comprehension-building practices into daily instruction	teachers will teach... foundational skills and create opportunities for students to practice skills; how to use text evidence to demonstrate understanding and support their ideas students will... apply decoding and encoding strategies during reading and writing tasks; justify their oral and/or written responses to high level questions using evidence from text	75% or more of students in Grades 3-5-- including at least 55% of English Learners (EL)--demonstrating proficiency on the Reading Standards of Learning (SOL) assessment, 60% of students in Grades 2-5 will be On/ Above Grade Level in reading as demonstrated on HMH Growth Measure Reading, 55% of students in Grades K-5 will be Low Risk as demonstrated on VALLSS

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

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 75% or more of students in Grades 3-5 demonstrating proficiency on the Reading Standards of Learning (SOL) assessment	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> 55% or more of English Learners (EL)--demonstrating proficiency on the Reading Standards of Learning (SOL) assessment	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 60% or more of students in Grades 2-5 (including EL and SWD) will be On/Above Grade Level in reading as demonstrated on HMH Growth Measure Reading (BOY: 50%; MOY: 55%)	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 4 Details	Formative Reviews		
<b>Impact/Implementation Goal 4</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 55% or more of students in Grades K-5 (including EL and SWD) will score in the Low Risk category as demonstrated on VALLSS (BOY: 46%; MOY: 50%)	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of teachers will explicitly teach foundational skills and provide opportunities for students to practice learned skills as measured monthly by observations and the PWCS/TNTP Reading (foundational skills) walkthrough tool	<b>Formative</b>		
	<b>BOY</b>	<b>MOY</b>	<b>EOY</b>

**Significant Action 1:** During reading CLTs, teachers will collaboratively use PWCS guides and evidence-based reading practices to design grade-level learning tasks to teach foundational skills and align with the rigor of the standards.

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

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

**Deliverables/Evidence:** monitored through CLT planning document and review of lesson plans

**Staff Responsible for Monitoring:** Reading Specialist, Title 1 Reading Teacher, Administration

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

**Office/Dept Collaborators:** Language Arts Department, VDOE "Literacy Act"

**Progress Monitoring Frequency and Tools:** weekly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will receive ongoing coaching and feedback on the implementation using HQIM and best practices to teach foundational skills and reading comprehension aligned to the rigor of the standards using the PWCS/TNTP walkthrough tool.

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

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

**Deliverables/Evidence:** monitored through monthly observations/walkthrough documents, coaching cycles, and Professional Performance Process (PPP)

**Staff Responsible for Monitoring:** Instructional Coach, Reading Specialist, Title 1 Reading Teacher, Administration

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

**Office/Dept Collaborators:** Language Arts Department

**Progress Monitoring Frequency and Tools:** monthly as measured by the PWCS/TNTP walkthrough tool

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** During reading CLTs, teachers will use data from prior SST or data meetings to plan and deliver timely, targeted small group instruction--including remediation, enrichment, and extended learning--based on formative and summative assessment results.

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

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

**Deliverables/Evidence:** monitored through grade level spreadsheets, data reflection documents, assessment calendar, CLT meeting agendas, SST calendar

**Staff Responsible for Monitoring:** Administration, Classroom Teachers, Title I Reading Teacher, Reading Specialist, Instructional Coach, MTSS

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

**Office/Dept Collaborators:** Language Arts Department, MTSS

**Progress Monitoring Frequency and Tools:** monthly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of reading comprehension observations will have teachers providing questions and oral/written tasks to build students comprehension of text(s) and its meaning as measured by the PWCS/TNTP walkthrough tool	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During CLTs, teachers will collaboratively plan high-level questions and oral/written learning tasks that deepen students' comprehension and understanding of texts.

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

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

**Deliverables/Evidence:** monitored through CLT meeting agendas, teacher lesson plan checks, monthly reading comprehension observational/walkthrough tool

**Staff Responsible for Monitoring:** Administration, Title 1 Reading Teacher, Reading Specialist

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

**Office/Dept Collaborators:** Language Arts Department

**Progress Monitoring Frequency and Tools:** weekly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will receive feedback on the implementation of providing high-level questions and oral/written tasks to build students comprehension of text(s) using the PWCS/TNTP walkthrough tool.

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

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

**Deliverables/Evidence:** monitored through monthly observations/walkthrough documents and Professional Performance Process (PPP)

**Staff Responsible for Monitoring:** Administration, Title 1 Reading Teacher, Reading Specialist, Instructional Coach

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

**Office/Dept Collaborators:** Language Arts Department

**Progress Monitoring Frequency and Tools:** monthly as measured by the PWCS/TNTP walkthrough tool

**Title I:**

2

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 7 Details	Formative Reviews		
<b>Impact/Implementation Goal 7</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of foundational skills observations will have students apply decoding and encoding strategies during reading and writing tasks (foundational skills) in a variety of ways to support mastery as measured by the PWCS/TNTP walkthrough tool	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During CLTs, teachers will collaboratively plan learning tasks that have students apply decoding and encoding strategies during reading and writing tasks.

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

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

**Deliverables/Evidence:** monitored through CLT meeting agendas, teacher lesson plan checks, monthly reading foundational skills observational/walkthrough tool

**Staff Responsible for Monitoring:** Administration, Title 1 Reading Teacher, Reading Specialist

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

**Office/Dept Collaborators:** Language Arts Department

**Progress Monitoring Frequency and Tools:** weekly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will receive feedback on the implementation of students applying decoding and encoding strategies during

reading and writing tasks (foundational skills) in a variety of ways to support mastery using the PWCS/TNTP walkthrough tool.

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

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

**Deliverables/Evidence:** monitored through monthly observations/walkthrough documents and Professional Performance Process (PPP)

**Staff Responsible for Monitoring:** Instructional Coach, Administration, Reading Specialist, Title 1 Reading Teacher

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

**Office/Dept Collaborators:** Language Arts Department

**Progress Monitoring Frequency and Tools:** monthly as measured by the PWCS/TNTP walkthrough tool

**Title I:**

2

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 8 Details	Formative Reviews		
<p><b>Impact/Implementation Goal 8</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of reading comprehension observations will reflect students actively engaging in meaning-making of reading through reading, speaking, writing, and listening learning tasks as measured by the PWCS/TNTP walkthrough tool</p>	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During CLTs, teachers will collaboratively plan learning tasks that engage students in making meaning of texts through reading, speaking, writing, and listening.

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

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

**Deliverables/Evidence:** monitored through CLT meeting agendas, teacher lesson plan checks, monthly reading comprehension observational/walkthrough tool

**Staff Responsible for Monitoring:** Administration, Title 1 Reading Teacher, Reading Specialist

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

**Office/Dept Collaborators:** Language Arts Department

**Progress Monitoring Frequency and Tools:** weekly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will receive feedback on the implementation of students actively engaging in meaning-making of reading through reading, speaking, writing, and listening learning tasks as measured by the PWCS/TNTP walkthrough tool.

**Deliverables/Evidence:** monitored through monthly observations/walkthrough documents and Professional Performance Process (PPP)

**Staff Responsible for Monitoring:** Instructional Coach, Administration, Reading Specialist, Title 1 Reading Teacher

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

**Office/Dept Collaborators:** Language Arts Department

**Progress Monitoring Frequency and Tools:** monthly as measured by the PWCS/TNTP walkthrough tool

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Identified students in grades 3-5 will improve their reading comprehension skills by participating in Tier 2 interventions during All In Tutoring, Core Extension/Panther Block and/or after school.

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

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

**Deliverables/Evidence:** monitored through monthly attendance documents

**Staff Responsible for Monitoring:** Administration, All in Tutoring Coordinator, Reading Specialist, Title 1 Reading Teacher

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

**Office/Dept Collaborators:** All In Tutoring

**Progress Monitoring Frequency and Tools:** monthly as measured by attendance documents

**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)
plan for and utilize clear and concise mathematical language and support students' use of the language to help students effectively justify their understanding of mathematical concepts	teachers will... provide opportunities and consistently implement differentiated learning tasks aligned to the rigor of the standards to ensure every student's current understanding is visible students will... explain and justify their thinking using clear, concise mathematical language beyond simply stating answers	75% or more of students in Grades 3-5-- including at least 55% of students with disabilities (SWD)-- demonstrating proficiency on the Math Standards of Learning (SOL) assessment and End-of-Unit assessments

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

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 75% or more of students in Grades 3-5 demonstrating proficiency on the Math Standards of Learning (SOL) assessment	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> 55% or more of students with disabilities (SWD) in Grades 3-5 demonstrating proficiency on the Math Standards of Learning (SOL) assessment	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 75% or more of students in Grades 3-5 demonstrating Mastery/Proficiency (77% or higher) on PWCS End-of-Unit Mathematics assessments (BOY: 60; MOY: 68)	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> 55% more of students with disabilities (SWD) in Grades 3-5 demonstrating Mastery/Proficiency (77% or higher) on PWCS End-of-Unit Mathematics assessments (BOY: 40; MOY: 48)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of teachers will provide opportunities and consistently implement differentiated learning tasks aligned to the rigor of the standards to ensure every student's current understanding of math concepts are visible, as measured monthly through observations and feedback using the PWCS/TNTP walkthrough tool.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During math CLTs, teachers will utilize the new PWCS unit guides, HQIM, and mathematical ISOE best practices to plan grade level differentiated learning tasks that are aligned to the rigor of the standards.

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

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

**Deliverables/Evidence:** monitored through CLT planning document and review of lesson plans

**Staff Responsible for Monitoring:** Instructional Coach, Math Coach, Title 1 Math Specialist, Administration

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

**Office/Dept Collaborators:** Mathematics Department

**Progress Monitoring Frequency and Tools:** weekly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will engage in ongoing coaching and receive targeted feedback on implementing ISOE mathematical best practices and effectively using high-quality instructional materials (HQIM) during the math block, ensuring alignment with the rigor of the

standards as measured by the PWCS/TNTP walkthrough tool.

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

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

**Deliverables/Evidence:** monitored through monthly observations/walkthrough documents, coaching cycles, and Professional Performance Process (PPP)

**Staff Responsible for Monitoring:** Instructional Coach, Math Coach, Title 1 Math Specialist, Administration

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

**Office/Dept Collaborators:** Mathematics Department, Title 1 Office

**Progress Monitoring Frequency and Tools:** monthly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** During math CLTs, teachers will use data from prior SST or data meetings to plan and deliver timely, targeted small group instruction--including remediation, enrichment, and extended learning--based on formative and summative assessment results.

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

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

**Deliverables/Evidence:** monitored through grade level spreadsheets, data reflection documents, assessment calendar, CLT meeting agendas, SST calendar

**Staff Responsible for Monitoring:** Administration, Classroom Teachers, Title I Math Specialist, Math Coach, Instructional Coach, MTSS

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

**Office/Dept Collaborators:** Mathematics Department, MTSS

**Progress Monitoring Frequency and Tools:** monthly; spreadsheet updated after each assessment, CLT meeting agenda, data reflection documents

**Incomplete**

**Progress Notes:** None

**Significant Action 4:**

All K-5 teachers, including EL and SWD educators, will participate in mathematics professional learning through division-led sessions and in-house micro-PD focused on implementing the new PWCS unit guides, applying effective instructional practices, and utilizing high-quality instructional materials (HQIM).

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

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

**Deliverables/Evidence:** monitored through attendance and professional learning agenda

**Staff Responsible for Monitoring:** Administration, Title 1 Math Specialist, Math Coach

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

**Office/Dept Collaborators:** Mathematics Department

**Progress Monitoring Frequency and Tools:** quarterly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of mathematics observations will have students explaining and justifying their thinking using clear, concise mathematical language on oral and/or written tasks as measured by the Mathematics Walkthrough Tool. (BOY: 60; MOY: 80%)	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During CLTs, teachers will collaboratively plan structured conversations and/or written tasks that are implemented consistently to provide students with regular opportunities to demonstrate their mathematical understanding.

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

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

**Deliverables/Evidence:** monitored through CLT meeting agendas, teacher lesson plan checks, monthly mathematics observational/walkthrough tool

**Staff Responsible for Monitoring:** Administration, Title 1 Math Specialist, Math Coach

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

**Office/Dept Collaborators:** Mathematics Department

**Progress Monitoring Frequency and Tools:** weekly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Identified students in grades 3-5 will improve their understanding of mathematical concepts by participating in Tier 2 interventions during All In Tutoring, Core Extension/Panther Block, and/or after school.

**Deliverables/Evidence:** monitored through monthly attendance documents

**Staff Responsible for Monitoring:** Administration, All in Tutoring Coordinator, Mathematics Coach

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

**Progress Monitoring Frequency and Tools:** monthly as measured by attendance documents

**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)
plan and deliver instruction in the 5E model to support experiential, inquiry-based student learning,	teacher will... supports students in making sense of scientific idea(s) and concepts through relevant phenomena, explanations, representations, tasks, examples, and/or models using high level of questioning students will... express, clarify, justify, interpret, explain, and represent their ideas using scientific language	75% or more of Grade 5 students-- including at least 50% of English Learners (EL)--demonstrating proficiency on the Science Standards of Learning (SOL) assessment

**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> 75% or more of Grade 5 students demonstrating proficiency on the Science Standards of Learning (SOL) assessment	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> 50% or more of English Learners (EL) demonstrating proficiency on the Science Standards of Learning (SOL) assessment	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
<b>Impact/Implementation Goal 3</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> 75% or more of students in Grades 4 and 5 demonstrating Mastery/Proficiency on PWCS End-of-Unit Science assessments (BOY: 60%; MOY: 67%)	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> 50% or more of English Learners (EL) in Grades 4 and 5 demonstrating Mastery/Proficiency on PWCS End-of-Unit Science assessments (BOY: 40%; MOY: 45%)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 5 Details	Formative Reviews		
<b>Impact/Implementation Goal 5</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of teachers in Grades 3-5 will incorporate high-level questioning strategies into their science lessons to support students in making sense of scientific ideas and concepts, with implementation monitored through monthly observations and walkthroughs using the PWCS/TNTP walkthrough tool	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During Science CLTs, teachers will collaboratively plan high-level questioning strategies aligned with the rigor and intent of the standards, supporting students in making sense of scientific ideas and concepts.

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

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

**Deliverables/Evidence:** Monitored through CLT planning document and review of lesson plans

**Staff Responsible for Monitoring:** Instructional Coach, Administration

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

**Office/Dept Collaborators:** Science Department

**Progress Monitoring Frequency and Tools:** weekly

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Teachers will receive feedback on the implementation of high-level questioning strategies using the PWCS/TNTP walkthrough tool.

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

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

**Deliverables/Evidence:** monitored through monthly observations/walkthrough documents and Professional Performance Process (PPP)

**Staff Responsible for Monitoring:** Instructional Coach, Administration

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

**Office/Dept Collaborators:** Science Department

**Progress Monitoring Frequency and Tools:** monthly as measured by the PWCS/TNTP walkthrough tool

**Title I:**

2

**Incomplete**

**Progress Notes:** None

Impact/Implementation Goal 6 Details	Formative Reviews		
<b>Impact/Implementation Goal 6</b>  <b>Goal Type:</b> Implementation Goal  <b>Implementation Goal:</b> 100% of science observations in Grades 3-5, students will use scientific language to express, clarify, justify, interpret, explain, and represent their ideas (BOY: 70%; MOY: 85%)	Formative		
	BOY	MOY	EOY

**Significant Action 1:** During CLTs, teachers will collaboratively identify and agree on grade-level science tasks that integrate high-level questioning aligned with the rigor and intent of the standards, ensuring consistency and depth across instruction.

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

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

**Deliverables/Evidence:** monitored through CLT planning document and review of lesson plans

**Staff Responsible for Monitoring:** Instructional Coach, Administration

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

**Office/Dept Collaborators:** Science Department

**Progress Monitoring Frequency and Tools:** weekly

**Title I:**

**Incomplete**

**Progress Notes:** None

**Commitment 1 Strategic Priorities:**

<b>Learning and Achievement for All</b>
<p><b>Strategic Priority 1:</b> Increase reading achievement for all students by enhancing Tier 1 instruction, with a focused emphasis on addressing the specific language and literacy needs of English Learners (ELs) through inclusive, evidence-based practices. <b>Root Cause:</b> Tier 1 reading instruction has been inconsistently implemented and lacks sufficient differentiation to meet the diverse language and literacy needs of English Learners (ELs), resulting in limited opportunities for these students to access grade-level content and demonstrate understanding through oral and written language.</p> <p><b>Strategic Priority 2:</b> Strengthen Tier 1 mathematics instruction and increase achievement for all students, with a focused emphasis on ensuring equitable access, differentiation, and support for students with disabilities (SWD). <b>Root Cause:</b> There is inconsistent implementation of instructional practices and limited differentiation, resulting in few opportunities for all students to justify their mathematical thinking through oral and written tasks.</p> <p><b>Strategic Priority 3:</b> Increase science achievement for all students by strengthening Tier 1 instruction, with a focused emphasis on supporting English Learners (ELs) through equitable, language-rich, and conceptually rigorous learning experiences <b>Root Cause:</b> There is inconsistent implementation of instructional strategies and limited differentiation, resulting in reduced opportunities for all students to justify their scientific understanding using academic vocabulary in both oral and written tasks.</p>

**Commitment 2: Positive Climate and Culture**

**Division Objective:**

2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all., 2.3 PWCS facilities will be welcoming, safe, and sustainable.

**Theory of Action 1**

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
proactively educate and engage families about the school calendar, attendance policies, health-related guidelines, and the academic impact of absences--especially around travel planning and illness	families will be better equipped to make informed decisions that prioritize consistent student attendance and minimize avoidable absences	a measurable decrease in the chronic absenteeism rate from 13.2% to 10%, as families become active partners in supporting regular school attendance

**Strategic Priorities:** Positive Climate and Culture 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> By June 2026, our student chronic absenteeism rate will decrease from 13.2% to 10%.</p>	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<p><b>Impact/Implementation Goal 2</b></p> <p><b>Goal Type:</b> Implementation Goal</p> <p><b>Implementation Goal:</b> 100% of families with students who meet any of the following absenteeism thresholds (excused or unexcused) will have participated in a personalized attendance intervention meeting--either in person, virtually, or by phone--with school staff to collaboratively develop a support plan aimed at improving student attendance:</p> <ul style="list-style-type: none"> <li>-5 or more absences by the end of the first marking period</li> <li>-9 or more absences by the end of the second marking period</li> <li>-13 or more absences by the end of the third marking period</li> </ul>	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Conduct 4 or more quarterly family engagement events (one per quarter) and distribute monthly attendance awareness communications (via email, text, and print) 90% or more of families, with attendance data tracked and correlated to student absenteeism trends.

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

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

**Deliverables/Evidence:** Monitored through attendance at family engagement events, communication outreach metrics, monthly attendance records

**Staff Responsible for Monitoring:** School Counselor, Office Staff, SST, Administration

**Progress Monitoring Frequency and Tools:** monthly

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** The Attendance Committee will meet monthly to review student attendance data, evaluate interventions, identify students needing support, and adjust strategies using data-driven decisions while ensuring all practices align with PWCS Attendance Policies.

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

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

**Deliverables/Evidence:** Monitored through meeting agenda and notes, monthly attendance reports, intervention logs/documentation

**Staff Responsible for Monitoring:** Administration, Social Worker, School Counselor, Administrative Assistant II [attendance], School Psychologist

**Progress Monitoring Frequency and Tools:** monthly

**Incomplete**

**Progress Notes:** None

## Commitment 2 Strategic Priorities:

Positive Climate and Culture
<b>Strategic Priority 1:</b> Reduce chronic absenteeism by fostering a culture of attendance through proactive family engagement, early intervention systems, and consistent school-wide practices that identify and address barriers to regular student attendance. <b>Root Cause:</b> Limited parental awareness of the school calendar, attendance-related policies, and the academic impact of absences--particularly regarding health guidelines and optimal travel times--contributes to unintentional student absenteeism.

### Commitment 3: Family and Community Engagement

#### Division Objective:

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

#### Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
establish an effective process to support a high-functioning advisory committee--grounded in clear communication of goals, roles, and expectations	the principal and advisory council chair will collaborate closely to implement and follow the high-functioning advisory rubric, ensuring that both parents and staff share a clear understanding of the council's purpose and are meaningfully engaged in the school's decision-making process	Bel Air Elementary achieving a high-functioning advisory council, as measured by a score of 16 or more out of 20 on the High-Functioning Advisory Rubric.

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

Impact/Implementation Goal 1 Details	Formative Reviews		
<b>Impact/Implementation Goal 1</b>  <b>Goal Type:</b> Impact Goal  <b>Impact Goal:</b> By June 2026, Bel Air Elementary School will establish and maintain a high-functioning Advisory Council, as evidenced by achieving a score of 16 or higher (out of 20) on the High-Functioning Advisory Council Indicator Rubric. Progress will be monitored and documented during the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) review cycles.	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> Throughout the 2025-26 school year, Bel Air Elementary School will use the High-Functioning Advisory Council Rubric to identify specific areas for growth and develop targeted, actionable steps to address gaps. This process will guide ongoing improvement and be revisited during each progress monitoring cycle.	Formative		
	BOY	MOY	EOY

**Significant Action 1:** Provide division-led professional learning opportunities for Advisory Council members focused on the purpose, structure, and effective practices for establishing and sustaining a high-functioning Advisory Council. Training will emphasize the use of the High-Functioning Advisory Council Rubric as a tool for continuous monitoring and improvement.

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

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

**Deliverables/Evidence:** Monitored by completed Canvas module records, documented attendance logs, and agendas/minutes from each professional learning session.

**Staff Responsible for Monitoring:** Administration, Advisory Council Chair

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

**Progress Monitoring Frequency and Tools:** Bi-monthly

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** The school leadership team will hold monthly meetings with the designated chair to review the school improvement rubric, identify areas of need, and determine actionable next steps aligned with school goals and performance indicators.

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

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

**Deliverables/Evidence:** Monitored through documented meeting agendas and notes, as well as progress tracked using the High-Functioning Advisory Council Rubric

**Staff Responsible for Monitoring:** Administration, Advisory Council Chair

**Progress Monitoring Frequency and Tools:** monthly

**Incomplete**

**Progress Notes:** None

### Commitment 3 Strategic Priorities:

Family and Community Engagement
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<p><b>Strategic Priority 1:</b> Establish a high-functioning Family Advisory Council that fosters meaningful collaboration between parents and staff, ensuring shared decision-making that reflects the needs and voices of the entire school community. <b>Root Cause:</b> There is a lack of shared understanding among parents and school staff about the purpose, structure, and effective practices of a high-functioning advisory council, which has limited meaningful participation and collaborative decision-making.</p>
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**Commitment 4:** Organizational Coherence

# CI Team SY25-26

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
CIP Team Member	Caroline Mazzotta	MTSS Coach
CIP Team Member	Venor Biggs	MTSS Coach
CIP Team Member	Rebecca Marshall	School Counselor
CIP Team Member	Kathleen Rivers	Special Education Teacher
CIP Team Member	Jonathan Robertson	Mathematics Coach
CIP Team Member	Caden Palmer	Title 1 Mathematics Coach
CIP Team Member	Julie Keaney	Instructional Coach
CIP Team Member	Alexis Pastor	Title 1 Reading Teacher
CIP Team Member	Tierra Fils	Assistant Principal
CIP Team Member	Jason Pensler	Principal