

Prince William County Public Schools

Occoquan Elementary

2025-2026 School Continuous Improvement Plan

Validation of Continuous Improvement Plan Date: August 8, 2025

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Mission Statement

We are dedicated to the intellectual, personal, social, and physical growth of students. Through diversified experiences, our students discover their potential through a rigorous curriculum, learn to function with a sense of community, and succeed in a safe and caring environment.

Vision

Helping students believe that they can be creative, healthy, lifelong learners!

Value Statement

The greatest contributing factor to the success of Occoquan is the materialization of the family and community presence in our tribal system. Occoquan is staffed by those willing to go the extra mile, that build a family within the school, and who believe they have a mission and not a job.

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Comprehensive Needs Assessment

Learning and Achievement for All

Learning and Achievement for All Current State

Reading

English Language Arts												
Division Goals	School Data											
		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disac	ELL	SWD
85% of students in grades 3-5 will pass Reading SOL.												
	SY22-23	81.42%	84.85%	77.66%	81.55%	91.67%	87.50%	72.22%	85.00%	80.38%	70.00%	76.92%
	SY23-24	80.51%	75.82%	79.79%	86.21%	82.86%	84.31%	73.02%	93.75%	77.56%	66.33%	74.55%
	SY24-25	78.80%	74.23%	76.67%	85.42%	80.65%	89.39%	67.67%	92.68%	74.60%	53.19%	75.00%
All student groups in grades 3-5 will increase pass advance rates on Reading SOL by 10 percentage points.												
	SY22-23	14.53%	21.21%	15.96%	6.80%	19.44%	15.63%	7.94%	20.00%	8.23%	8.18%	7.69%
	SY23-24	15.81%	13.19%	18.09%	16.09%	17.14%	19.61%	8.73%	29.17%	12.82%	2.04%	16.36%
	SY24-25	11.31%	12.37%	7.78%	13.54%	19.35%	10.61%	7.52%	14.63%	8.73%	0.00%	11.36%

In summary of our SOL scores, we are currently at 79% overall pass rate in reading; we have not reached the Strategic Plan Goal of 85% of students in grades 3-5 passing the Reading SOL. Furthermore, our current Pass Advance rate is 11%. In order to reach the Strategic Plan Pass Advance Goal in reading, we will need to increase our current Pass Advance rate by 10% or higher. Currently, we have a few student subgroups that are further behind than the rest of the population, and Occoquan needs to continue to work to close this achievement gap.

Our EL students scores went down as they came in with a scored a 53% which makes them currently 32% points below our average pass rate; our Special Education students scored a 75% which makes them currently 3% points below our average pass rate, and our Hispanic students scored a 68% which makes them currently 10% points below our average pass rate.

80% of elementary students will be Reading on grade level by grade three.		VALLS (# and % Low Risk Band)				HMH Growth Measure (# and % On & Above Grade Level)				
		Overall	K	1st	2nd	Overall	2nd	3rd	4th	5th
	SY22-23					54.70%	61.73%	67.03%	44.83%	45.65%
	SY23-24					61.45%	69.66%	57.14%	63.29%	55.00%
	SY24-25	50.18%	61.18%	59.38%	40.00%	57.56%	67.68%	48.98%	47.67%	64.89%

Looking at our overall HMH data for EOY:

- Our overall percentage of on and above grade level students was 58%, an overall decrease of 3% from 61% the previous year.
- 2nd Grade decreased 2% points
- 3rd Grade decreased 8% points
- 4th Grade decreased 15% points
- 5th Grade increased 9% points

Looking at our **VALLS** EOY data was inaccurate due to not all grade levels completing the end of the year assessments for all students, therefore, we felt this data was not accurate data to report at this time.

English Learner Progress: Federal Targets & School Rates									
Growth Percentage	Assessment Year SY22-23	Target	Rate	Assessment Year SY23-24	Target	Rate	Assessment Year SY24-25	Target	Rate
		52	52.73%		54	54.38%		56	53.69%

Based on our WIDA Access student growth, we missed the federal target by 2% points during SY24-25.

Instructional programs/processes attributed to our data regarding this area:

To support our reading instruction, we leveraged our VALLSS tutors, implemented a before-and-after school tutoring program, and Saturday School to address the individual needs of additional students. This was achieved through personalized one-on-one sessions or in small group settings as required.

Both formal and informal observational data have consistently demonstrated that our teachers are effectively employing the instructional core model to actively engage students in the learning process.

Our Collaborative Learning Teams (CLTs), co-planning, and co-teaching structures played a pivotal role in driving student achievement by fostering a culture of shared responsibility, data-driven instruction, and inclusive practices. Specifically:

CLTs provided a consistent platform for educators to analyze student data, identify learning gaps, and develop targeted instructional strategies. Through regular meetings, teachers collaboratively reviewed formative assessments and adjusted instruction to meet the diverse needs of all learners.

Co-planning allowed general education and support staff (e.g., ESL and special education teachers) to align on lesson objectives, scaffolds, and differentiation strategies. This ensured that instruction was accessible and rigorous for all students, particularly English Language Learners (ELLs) and Students with Disabilities (SWDs).

Co-teaching models, such as station teaching and parallel teaching, enabled real-time support within the classroom. This structure reduced student-teacher ratios and allowed for more individualized attention, which directly contributed to improved engagement and academic outcomes.

Together, these structures created a cohesive instructional environment where all educators were invested in the success of every student.

Math

Math												
Division Goals	School Data											
		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
85% of students in grades 3-5 will pass Math SOL.	SY22-23	79.28%	91.35%	80.21%	66.35%	91.67%	82.81%	70.90%	86.67%	78.62%	67.80%	71.15%
	SY23-24	78.18%	84.78%	80.85%	68.54%	85.71%	88.24%	68.99%	89.58%	72.78%	64.36%	60.71%
	SY24-25	80.34%	78.43%	80.22%	82.47%	81.82%	84.85%	72.06%	95.35%	78.63%	59.80%	65.91%
All student groups in grades 3-5 will increase pass advance rates on Math SOL by 10 percentage points.		Overall	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
	SY22-23	20.07%	35.58%	15.63%	8.65%	25.00%	29.69%	9.70%	28.33%	13.84%	8.47%	15.38%
	SY23-24	11.64%	10.87%	11.70%	12.36%	25.71%	9.80%	3.88%	22.92%	6.33%	3.96%	10.71%
	SY24-25	16.21%	16.67%	8.79%	22.68%	21.21%	18.18%	7.35%	32.56%	5.34%	1.96%	15.91%

In summary of our SOL scores, we are currently at 80% overall pass rate in math; we have not reached the Strategic Plan Goal of 85% of students in grades 3-5 passing the Math SOL, although we did get 2 percentage points closer. Furthermore, our current Pass Advance rate is 16%, 5 percentage points higher than last year. In order to reach the Strategic Plan Pass Advance Goal in math, we will need to increase our current Pass Advance rate by 9% or higher. Our SWD surpassed the federal target of 61% by 5% points and our Hispanic subgroup surpassed the federal target of 68% by 4% points. We missed the federal target for ELLs of 61% by 1% point.

Occoquan's average pass rates for end-of-unit assessments are as follows (2023-2024, 2024-2025): 3rd grade 83%, 71%, 67%; 4th grade: 87%, 77%, 69%; 5th grade: , 57%, 70%, 85%. Our third-grade average rate dropped by 4% while our fourth-grade average rate dropped by 8%, while our fifth-grade average pass rates increased by 15%, reaching the Division goal. The overall for all three grade levels is a 70% overall pass rate, 15% points from the Divisions goal. This data shows that there areas of improvement.

Instructional programs/processes attributed to our data regarding this area:

After a thorough examination of our data and reflection on the instructional strategies that contributed to Occoquan's overall performance in mathematics, it is evident that several key programs and processes played a pivotal role. While the overall average pass rate across grades 3–5 stands at 70%, which is 15 percentage points below the Division's goal, fifth grade demonstrated a notable 15% increase, reaching the target. In contrast, third and fourth grades experienced declines of 4% and 8%, respectively, indicating areas for improvement. This mixed performance underscores the importance of sustaining and expanding effective practices.

One of the most impactful elements has been the proficient implementation of our Collaborative Learning Teams (CLTs), which facilitated the strategic planning of High-Quality Instructional Materials (HQIM) lessons. The integration of specialized expertise from our English Language Learner (ELL) and Special Education (SPED) educators significantly enhanced instructional delivery, ensuring that diverse learner needs were met. In the early grades, a strong emphasis on manipulatives and number sense laid a critical foundation, while in grades 3–5, front-loading academic mathematical vocabulary helped bridge conceptual understanding.

Additionally, the support of our Math Title I instructor and tutors, along with a robust before-and-after school tutoring program, provided targeted, individualized instruction through one-on-one and small group sessions. These efforts were instrumental in addressing learning gaps and reinforcing key concepts. Observational data consistently highlighted our educators' effective use of the instructional core model, which has been central to fostering active student engagement and deeper learning. Together, these instructional strategies and supports have contributed to the gains observed, particularly in fifth grade, and offer a roadmap for strengthening outcomes across all grade levels.

Science

Science									
Division Goals	School Data								
		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
85% of student groups in 5th grade will pass the science SOL.	SY22-23	72.12%	90.91%	75.00%	56.82%	95.00%	70.69%	45.45%	73.33%
	SY23-24	77.53%	100.00%	88.89%	63.64%	84.21%	70.21%	46.43%	52.38%
	SY24-25	75.51%	77.78%	69.57%	68.75%	100.00%	69.77%	39.13%	33.33%
All student groups in 5th grade will increase pass advance rates on science tests by 10 percentage points.		Overall	Asian	Black	Hispanic	White	Econ Disad	ELL	SWD
	SY22-23	13.46%	9.09%	16.67%	6.82%	25.00%	6.90%	3.03%	6.67%
	SY23-24	16.85%	16.67%	11.11%	9.09%	36.84%	12.77%	3.57%	4.76%
	SY24-25	15.31%	33.33%	17.39%	6.25%	31.25%	9.30%	0.00%	0.00%

In summary of our science SOL scores, we are currently at 76% overall pass rate one percentage point lower than last year; we have not reached the Strategic Plan Goal of 85% of students in grade 5 passing the Science SOL. Furthermore, our current Pass Advance rate is 15%, 1% lower than last year. In order to reach the Strategic Plan Pass Advance Goal in science, we will need to increase our current Pass Advance rate by 10% or higher. Currently, we have three student groups (ELLs, Hispanics, and SWD) that are farther behind than the rest of the population, and Occoquan needs to continue to work to close this achievement gap. Our ELL scored a 39%, 7% lower than last year, making them currently 37% points below our average pass rate, and our Hispanic students scored a 69%, 6 percentage points higher than last year, however, still currently 7% points below our average pass rate. Our SWD scored 33%, decreased 19% points from the previous year.

When comparing science end-of-unit test scores from Mastery Connect for 2024-2025, our overall pass rates for 4th grade was 63% and 5th grade 88%. After experiencing residual COVID effects the last two years, this year's data shows that overall our students have made a 1% increase in 4th grade and an 8% increase in 5th grade overall pass rates. A particular unit(s) that our students struggled with was Unit 2, Matter. Overall, our students outperformed other like elementary schools. This was also based off of the new set of assessments that were created by the county within the last year.

Instructional programs/processes attributed to our data regarding this area:

Despite Occoquan Elementary outperforming other like elementary schools in science, we have gaps in achievement when comparing our overall data and our SWD and ELL data, requiring our attention. Our fifth-graders have shown positive outcomes, attributable to the implementation of diverse instructional strategies, including co-teaching, parallel teaching, station rotation, and alternative teaching methods. These approaches have been instrumental in accommodating various learning styles and needs.

Observational assessments, both formal and informal, have consistently demonstrated our educators' proficiency in applying the 5E instructional model. This pedagogical approach has effectively engaged students in scientific inquiry, fostering exploration, explanation, elaboration, and evaluation of concepts. Moreover, the incorporation of weekly practical activities aligned with each academic unit has further enriched our students' learning experience, solidifying their understanding through experiential learning.

Learning and Achievement for All Desired Future State

Reading:

Based on 2024-2025 SOL data, we are overall 6% points below the PWCS strategic goal target of 85% (Current-79%). Our trend data indicates a 1% decrease from 2023-2024. Our EL group is 32% points from the 85% target. (current 53%). Our SWD group is 11 percentage points away from the 85% target, (current 74%).

During SY25-26, we will focus on the following impact goals:

- By June 2026, SOL Overall pass percentage will be at 85% or higher (*which is a 6% increase*).
- By June 2026, our EL subgroup pass rate will be 65% or higher.
- By June 2026 our SWD subgroup pass rate will be 80% or higher.
- By June 2026, 60% ELL subgroup will meet the federal English Learner Growth target.

Based on 2024-2025 HMH on grade level reading in 2nd grade is currently 16 percentage points below the PWCS strategic goal target of 80% of elementary students will be reading on grade level by grade 3. (current EOY 2nd grade group- 64%)

The following impact goals and mini-targets will help us reach our goal:

- 52% of ELL students in grades 2-5 will be reading on or above grade level as measured by HMH Growth Measure.
 - BOY: 32%
 - MOY: 42%
- 45% of SWD in grades 2-5 will be reading on or above grade level as measured by HMH Growth Measure.
 - BOY: 38.5%
 - MOY: 41%
- Decrease the percentage of ELLs and SWD in the High Risk band to less than 20% for grades K-5 using VALLS.
 - BOY: TBD when beginning of year info is obtained.
 - MOY: TBD when BOY info is obtained.

Math:

When considering the target measure of the PWCS strategic plan and examining our current data, we did not make the 85% goal overall or in any of our subgroups. We are farthest away from meeting the identified target in overall Math (Current Overall-47.97%-Goal 85%-37.03% percentage points off). In our ELL subgroup we are 52.72 percentage points away from the target (Current 32.28%-Goal 85%). In our SWD subgroup, we are 73.89 percentage points away from the target (Current 11.11%-Goal 85%).

During SY24-25, we will focus on the following impact goals:

- By June 2025, SOL Overall pass percentage will be at 85% or higher (*10% increase*)
- By June 2025, SOL pass percentage in our EL and SWD subgroups will be 70% or higher.
- 75% of ELLs and SWD in grades K-5 will demonstrate mastery/proficiency on the Math unit assessments.
 - BOY: 65%
 - MOY: 70%

Science:

When considering the target measure of the PWCS strategic plan and examining our current data, we are farthest away from meeting the identified target in Science (Current Overall Pass Rate 76% - Goal 85%), which is 9 percentage points away from the target. We are also farthest away from meeting the identified target in Science in our EL subgroup (current overall 39%-Goal 85%) which is 46 percentage points away from the target. Our SWD subgroup (current overall 81%-Goal 85%) is also 4 percentage points away from the identified target.

During SY 25-26, we will focus on the following impact goals:

- By June 2026, SOL Overall pass percentage will be at 85% or higher. (*9% increase*) *all*
- By June 2026, SOL pass percentage for EL and SWD subgroup will be 70% or higher.

- 75% of ELLs and SWD in 4th and 5th grade will demonstrate mastery/proficiency on End of Unit assessments in Mastery Connect.
 - BOY: 60%
 - MOY: 65%

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1 (Prioritized): Increase Student Achievement on Reading on SOL with a focus on English Language Learners and Students with Disabilities.

Root Cause: Inconsistent implementation of decoding and comprehension strategies that impact students practicing skills independently.

Strategic Priority 2 (Prioritized): Increase Student Achievement in Math on unit assessments and the SOL with a focus on English Language Learners and Students with Disabilities.

Root Cause: Inconsistent use of essential resources for reinforcing mathematical vocabulary to support conceptual understanding.

Strategic Priority 3 (Prioritized): Increase Student Achievement on Science unit assessments and SOL with a focus on Students with Disabilities and English Language Learners.

Root Cause: Insufficient exposure to content, a lack of foundational background knowledge, minimal connection to scientific vocabulary, and limited opportunities for hands-on, experiential learning.

Positive Climate and Culture

Positive Climate and Culture Current State

Chronic Absenteeism:

Chronic Absenteeism: 5% decrease in students who are chronically absent.														
	Overall	K	1st	2nd	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
SY22-23	15.61%	22.95%	17.21%	19.61%	13.27%	14.15%	6.14%	18.18%	10.14%	19.42%	10.92%	18.42%	16.35%	19.27%
SY23-24	12.44%	21.90%	11.02%	10.53%	13.86%	11.11%	6.19%	14.29%	9.92%	14.53%	9.91%	13.56%	11.31%	15.38%
SY24-25	11.23%	13.40%	16.35%	12.07%	5.45%	11.76%	8.74%	14.10%	6.98%	12.79%	10.64%	14.29%	10.88%	8.82%

During the 2024-2025 school year, Occoquan's Chronic absenteeism rate continued to drop, ending at 11.2%, a -1.2% drop from last year. In order to decrease chronic absenteeism in the 024-2025 school year, we held attendance meetings where we supported parent learning about the importance of attendance, provided them with information packets, calendars to track their child's absences, worked with the attendance officer to educate and provide in-home based assistance as needed. Furthermore, our parent liaison and FACES rep had a parent informational night, including the attendance officer for our parents at the beginning of the school year. Phone calls, emails, and School Status communication were used to develop and build relationships with families.

Exclusionary Discipline:

Exclusionary Discipline: 10% decrease in students receiving exclusionary discipline for all student groups.														
	Overall	K	1st	2nd	3rd	4th	5th	Asian	Black	Hispanic	White	Econ Disa	ELL	SWD
SY22-23	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
SY23-24	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
SY24-25	0.79%	0.00%	0.00%	0.86%	2.73%	0.98%	0.00%	0.00%	1.55%	0.67%	0.00%	0.95%	0.35%	1.96%

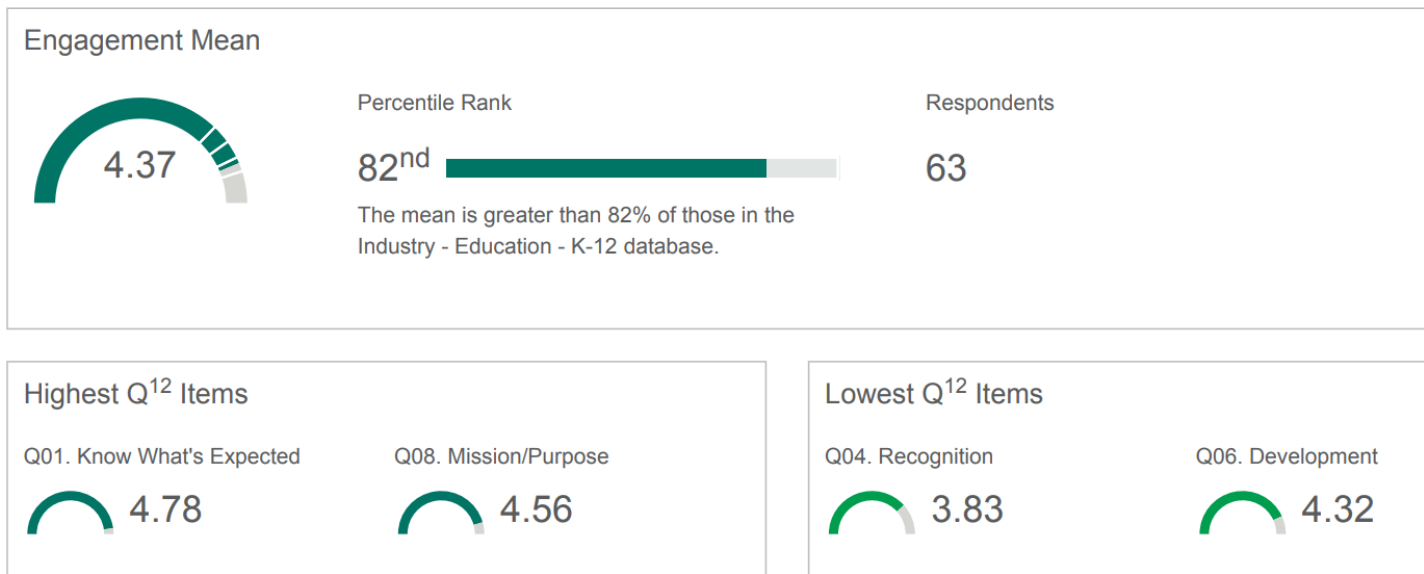
Occoquan has had very little discipline infractions over the course of the last several years. Our tribal system continues to play a huge role in meeting and surpassing our division's expectations and goals around exclusionary Discipline. We use systems such as Check In Check Out (CICO), restorative practices to teach behaviors, emphasize Tier I instruction and Interventions to prevent behaviors, and continuous support from our counselors and our social worker. Additionally, our staff's culture and high expectations that all students are everyone's and like-minded approach toward supports and engagement have played a significant role in our continued low exclusionary discipline rate.

Student Satisfaction Gallup Data:

Student Satisfaction School Data						
Division Area		School's Overall Grand Mean	Division's Overall Grand Mean	% Engaged	% Not Engaged	% Actively Disengaged
Student Engagement	SY24-25	4.13	3.66	61%	26%	13%
Student Hope		4.27	4.11	% Hopeful	% Stuck	% Discouraged
				41%	44%	15%
Student Belonging		4.09	3.52			
Student Social & Emotional Learning		3.87	3.57			

Based on our new Student Gallup satisfaction data, we exceeded the Division's grand mean scores for all domain areas with Engagement being .47 points higher, Hope .16 points, Belonging by .57 points, and Social Emotional Learning by .3 points. Our tribal system continues to engage students in our school community. Our counselors work with all students and are available for individual requests. We are a No Place for Hate school and used peer meditators to check in with students. We organized the Brave Boys club which paired older students with younger students to work on behaviors and absenteeism.

Staff Satisfaction Gallup Data:



Our clear vision and mission, included in our CLT document is reviewed weekly at each meeting, monthly at our staff meetings, and monthly at our Leadership meetings, contribute to our high engagement feedback. A positive workplace environment, family-like, where everyone is made to feel like family, willing to help each other out is encouraged and a

culture at Occoquan. Administration listens to staff concerns and requests, as well as provide needed resources for our staff and students. A positive school moral, encouraged by administration and our Sunshine committee also contributes to our high staff satisfaction rate. Our lowest rated area is staff feeling recognized with a 3.83 score. We will be working on finding additional ways to ensure all staff feels recognized in a way that makes them feel individually celebrated.

Positive Climate and Culture Desired Future State

Occoquan strives to return to our 95%-96% Attendance Rate and 8% Chronically Absent rate that we have consistently maintained for a number of years. This will ensure the academic needs of our students are being met and promote the importance of daily attendance. We will identify students that struggle getting to school and prioritize attendance meetings. We have a team that will be reaching out to their parents/families beforehand to build a rapport, while educating them on the importance of their child being in school. We will also continue to have students keep an individual attendance calendar for the month, and celebrate them at the end of the month for achieving their attendance goals.

Our impact goal for this year will be: By June 2026, we will decrease our chronic absenteeism rate to 8% or lower.

BOY: 11% and MOY: 10%

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1 (Prioritized): To continue to reduce chronic absenteeism by creating a supportive, engaging, and family-centered school environment that promotes consistent attendance and early intervention.

Root Cause: No clear attendance incentives or consequences.

Family and Community Engagement

Family and Community Engagement Current State

Advisory Council:

Last year (SY2023-24), we were averaging 27 Parents and Staff attending our Advisory/PTO Meetings on a monthly basis. From the data collected, we had the attendance numbers for the following months: September = 46; October = 36; December = 25; January = 37; March = 14; April = 14; May = 16.

This year (SY2024-25) we averaged 30 parents at our Advisory/PTO Meetings on a monthly basis. This is higher from last year. The numbers from this year (SY2024-25) are: September = 27; October = 28; December = 23; January = 25; February= 28 March = 15; April = 30; May = 15.

Community Business Partnerships:

We currently have one official Business Partner with The Good New Community Kitchen. They help provide our families with school supplies, food for the pantry, and clothing for families in need.

Parent Liaison:

Our Parent Liaison, has been an integral part for our Family and Community Engagement commitment this past year (SY2024-25). She has helped coordinate all of our parent support throughout the school year. She organized a list of volunteers to come in and read to students, help make copies, help in the library, and so much more. She set up classes for parents to learn English, and helped walk parents through different online programs that they were difficult for them to maneuver or unable to access at home.

Family & Community Satisfaction Gallup Data:

We currently have already built into our schedule dates for Open House, Back to School Night, and Parent Teacher Night. We have not collected any data on these nights to determine what percentage of parents attended these events.

Division Area		School's Overall Grand Mean	Division's Overall Grand Mean
Family Engagement	SY24-25	4.43	4.03
School Environment		4.45	4.00
Academic Standards		4.21	3.83
Personalized Learning		4.4	3.97
Communication and Involvement		4.39	3.94
Leadership		4.5	4.07

The Family & Community Engagement Gallup survey was administered for the first time in February of 2025. We had a total of 117 families complete the survey. Based on the data above, we exceed the Division's grand mean scores for all six domain areas.

Family and Community Engagement Desired Future State

During SY24-25, we will focus on sustaining a high-functioning advisory council. This year we will shift our focus to improve family engagement.

- By June 2026, Occoquan ES will increase active family engagement by 10%.

Throughout the school year, we will offer parent events and opportunities to volunteer in classrooms. We will increase communication with families, to build stronger relationships with the community.

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1 (Prioritized): Occoquan ES will have a high-functioning advisory council where parents are partners in the decision-making process regarding the needs of our school community.

Root Cause: Lack of awareness and understanding from parents and school members on how to effectively implement a high-functioning advisory council.

Strategic Priorities

Strategic Priority 1: Increase Student Achievement on Reading on SOL with a focus on English Language Learners and Students with Disabilities.

Root Cause 1: Inconsistent implementation of decoding and comprehension strategies that impact students practicing skills independently.

Strategic Priority 1 Areas: Learning and Achievement for All

Strategic Priority 2: Increase Student Achievement in Math on unit assessments and the SOL with a focus on English Language Learners and Students with Disabilities.

Root Cause 2: Inconsistent use of essential resources for reinforcing mathematical vocabulary to support conceptual understanding.

Strategic Priority 2 Areas: Learning and Achievement for All

Strategic Priority 3: Increase Student Achievement on Science unit assessments and SOL with a focus on Students with Disabilities and English Language Learners.

Root Cause 3: Insufficient exposure to content, a lack of foundational background knowledge, minimal connection to scientific vocabulary, and limited opportunities for hands-on, experiential learning.

Strategic Priority 3 Areas: Learning and Achievement for All

Strategic Priority 4: To continue to reduce chronic absenteeism by creating a supportive, engaging, and family-centered school environment that promotes consistent attendance and early intervention.

Root Cause 4: No clear attendance incentives or consequences.

Strategic Priority 4 Areas: Positive Climate and Culture

Strategic Priority 5: Occoquan ES will have a high-functioning advisory council where parents are partners in the decision-making process regarding the needs of our school community.

Root Cause 5: Lack of awareness and understanding from parents and school members on how to effectively implement a high-functioning advisory council.

Strategic Priority 5 Areas: Family and Community Engagement

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)
Teach students to decode words, analyze word parts, and write and recognize words (EB) and routinely use a set of comprehension building practices (EB)	teachers will provide opportunities for students to read decodable words in isolation and in texts and ask high level questions to support comprehension skills, which will allow students to decode/encode words and use evidence from texts to justify their understanding of what they read,	85% overall, 65% of ELL and 80% of SWD in grades 3-5 passing their reading SOL; 60% of ELL will meet the English Learner Progress target; 52% of ELL and 35% of SWD reading on or above grade level as measured by HMH; and 20% or less of ELL and SWD in grades K-5 being in the high-risk band for VALLSS.

Strategic Priorities: Learning and Achievement for All 1

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2026, our Reading SOL pass rates will be 85% overall; 65% for ELLs; and 80% SWDs. Implementation Goal: None	Formative		
	BOY	MOY	EOY
	Not Yet Started	Not Yet Started	

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: By June 2026, 60% or more of EL students will show growth & progress on WIDA Access.	Formative		
	BOY	MOY	EOY
	Not Yet Started	Not Yet Started	

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: 52% or more of ELLs in 2nd-5th grade will be reading on/above level on HMH growth measure. BOY: 32% and MOY: 42%	Formative		
	BOY	MOY	EOY
	Approaching	Approaching	
Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Impact Goal Impact Goal: 45% or more of SWD in 2nd-5th grade will be reading on/above level on HMH growth measure. BOY: 38.5% and MOY: 41%	Formative		
	BOY	MOY	EOY
	On Track	Not On Track	
Impact/Implementation Goal 5 Details	Formative Reviews		
Impact/Implementation Goal 5 Goal Type: Impact Goal Impact Goal: 20% or less of ELLs in grades K-5 will be in the high-risk band of VALLSS.	Formative		
	BOY	MOY	EOY
	Not On Track	On Track	
Impact/Implementation Goal 6 Details	Formative Reviews		
Impact/Implementation Goal 6 Goal Type: Impact Goal Impact Goal: 20% or less of SWD in grades K-5 will be in the high-risk band of VALLSS.	Formative		
	BOY	MOY	EOY
	Not On Track		
Impact/Implementation Goal 7 Details	Formative Reviews		
Impact/Implementation Goal 7 Goal Type: Implementation Goal Implementation Goal: 100% of K-5 teachers will explicitly teach foundational skills: single and multisyllabic words within texts and in isolation.	Formative		
	BOY	MOY	EOY
	On Track	On Track	

Significant Action 1: K-5 teachers and instructional staff will participate in professional learning of HMH Phonics and UFLI to support

implementation of decoding/spelling during literacy instruction.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: OCES PD- register in catalog, VLA Modules, PWCS Transcript

Staff Responsible for Monitoring: Admin, Reading Team, Instructional Coach

Alignment to Strategic Plan Objective(s): 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.

Office/Dept Collaborators: Admin, Reading Team, Instructional Coach, Literacy Committee

Progress Monitoring Frequency and Tools: Paired PD w/ VLP Modules , Quarterly PD

Title I:

2

Incomplete

Progress Notes: 12/3/2025 - Vertical planning focusing on HMH staff meeting.

1/13 and 1/15/26-Teacher led PD on HMH instruction during CLTs for 1st, 2nd, 3rd grade.

1/15/2026- Literacy Committee met to provide strategies and implementation for vertical alignment on HMH phonics and UFLi

Funding Sources: Title 1 Reading Teachers, Literacy Materials - Title I - \$110,000

Significant Action 2: K-5 teachers (including SPED and ESOL teachers) will collaboratively discuss, plan, and identify the foundational skill being taught each week using UFLi/HMH Phonics instructional materials.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: CLT document will include a foundational skills section which will also include scaffolds and supports for SWDs and ELs.

Staff Responsible for Monitoring: Reading Team, EL, Teacher of SWD, Gen Ed Teachers

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Admin, Reading, Instructional Coach, Literacy Committee, Grade Level Team Members

Progress Monitoring Frequency and Tools: CLT document and Weekly Lesson Plans

Title I:

4

Incomplete

Progress Notes: Progress includes a targeted CLT planning document aligned to standards and instructional materials, with active collaboration from SPED and

ESOL staff. A 4th grade CLT was filmed to model effective planning and alignment for staff. Currently, 50% of teams are engaging in weekly collaborative planning, with Grades 2, 4, and 5 showing the strongest implementation.

Patterns & Barriers:

Strong initial implementation and collaboration.

Continued consistency and engagement across grade levels needed.

Next Steps:

Share model CLT video to support replication.

Monitor use of planning documents and collaboration.

Provide feedback and support during CLT meetings.

Current Progress-

January 23, 2026-CLT document has specific SPED and EL collaboration sections. Admin and team leads are facilitating conversations during CLTs.

Reading Specialist is facilitating the CLT LA meetings, in order to provide immediate support to staff and reinforce the alignment of the standards with the curriculum.

The SPED team visited other elementary schools to observe planning and coteaching models.

Lisa Jacobsmeyer provided a staff PD on EL structured conversations.

100% K-5 Sped teachers are collaborating and discussing lessons, 83% (5/6) are planning, 83% are identifying.

100% K-5 EL teachers are collaborating and discussing, 83% are planning, 83% are identifying. 4th grade Sped collaboration is an area of growth. K EL is an area for growth. Sped and EL 5th is leading this significant action.

Barriers:

New teachers and communication barriers.

Next Steps: Admin continue to attend and help facilitate conversations as needed. We will work to enhance team effectiveness by developing stronger communication practices and cultivating an appreciation for the diverse personalities and strengths within the group.

Funding Sources: Title 1 Reading Teacher, Literacy Materials - Title I - \$110,000

Significant Action 3: Admin and reading team will utilize the PWCS Foundational Skills Walkthrough tool to monitor implementation of instruction and provide teachers with growth producing feedback.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Schedule and PWCS Foundational Skills: Teacher directed Instruction and High-Quality Instructional data

Staff Responsible for Monitoring: Admin, Reading Team, Instructional Coach

Alignment to Strategic Plan Objective(s): 1.3 -PWCS will prepare all staff members to support and challenge all students

Office/Dept Collaborators: Admin, Reading, Instructional Coach, Literacy Committee, Grade Level Team Members

Progress Monitoring Frequency and Tools: Walkthrough form data and adjustments to feedback (Teacher directed Instruction and HQIMs; Reading Comprehension), Instructional rounds as scheduled

Incomplete

Progress Notes: The tool is being used; however, frequency and consistency of use need improvement.

Patterns & Barriers:

Initial implementation in place.

Limited usage may reduce impact on instructional growth.

Next Steps:

Increase walkthrough frequency. Central office staff will be completing walkthroughs.

Establish a schedule for consistent monitoring.

Use data to guide feedback and support teacher development.

1/21/26

Current Data: 48% of our Walkthroughs have been used to monitor Foundational Skills.

Admin has provided specific feedback to teams during CLTs, individual teachers as needed.

Barriers:

New staff are still learning and developing their proficiencies with the programs.

Staff reports that there isn't sufficient time during CLTs to focus on planning.

Next Steps:

Continue walkthrough frequency.

Establish a schedule for consistent monitoring.

Continue to use data to guide feedback and support teacher development.

Funding Sources: Reading Specialist - Site-Based Budget - \$100,000

Impact/Implementation Goal 8 Details	Formative Reviews		
Impact/Implementation Goal 8 Goal Type: Implementation Goal Implementation Goal: 100% of grade K-5 teachers will model their thinking and ask high level questions to teach comprehension skills.	Formative		
	BOY	MOY	EOY
	Approaching	On Track	

Significant Action 1: K-5 teachers (including SPED and ESOL teachers) will participate in professional learning of VLA instructional practices and HMH to support implementation of reading comprehension instruction.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: OCES PD- register in catalog, VLA Modules, PWCS Transcript

Staff Responsible for Monitoring: Admin, Reading Team, Instructional Coach

Alignment to Strategic Plan Objective(s): 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.

Office/Dept Collaborators: Admin, Reading Team, Instructional Coach, Literacy Committee

Progress Monitoring Frequency and Tools: Paired PD w/ VLP Modules , Quarterly PD

Title I:

2

Incomplete

Progress Notes: SPED and ESOL teachers are currently using HMH for comprehension.

Patterns & Barriers:

Initial implementation is underway.

SPED teachers may focus on IEP goals that don't align with grade-level texts.

ESOL students require scaffolded supports due to language acquisition needs.

Next Steps:

Provide PD on integrating VLA strategies with IEP goals and scaffolded instruction.

Offer collaborative planning sessions to align comprehension instruction across general ed, SPED, and ESOL teams.

Share best practices for differentiation using HMH and VLA resources.

12/3/2025 - Vertical planning focusing on HMH staff meeting.

01/23/2026- Leveraging the ELA committee to further alignment discussions amongst grade levels and identify areas of growth for teams.

Funding Sources: Title I Reading Teachers, Literacy Materials - Title I - \$110,000

Significant Action 2: K-5 teachers (including SPED and ESOL teachers) will collaboratively discuss, plan, and identify the comprehension skills being taught each week using HMH instructional materials.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: CLT document will include a comprehension skills section which will also include scaffolds and supports for SWDs and ELs.

Staff Responsible for Monitoring: Reading Team, EL, Teacher of SWD, Gen Ed Teachers

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Admin, Reading, Instructional Coach, Literacy Committee, Grade Level Team Members

Progress Monitoring Frequency and Tools: CLT document and Weekly Lesson Plans

Title I:

Incomplete

Progress Notes: BOY-50% of teams are engaging in this work-with 2nd, 4th, and 5th being the most successful; however, more modeling and shared examples are needed to strengthen collaboration.

Patterns & Barriers:

Inconsistent collaboration across teams.

Limited examples of effective planning to guide practice.

Time constraints during CLT meetings may hinder deep discussion and alignment.

Next Steps:

Share model planning samples and videos to support teams.

Embed dedicated time in CLTs for comprehension planning.

Facilitate cross-team sharing of strategies and successes.

January 2026-

100% CLT documents include a comprehension skills section.

100% CLT documents include scaffolds and supports for SWDs and ELs

Reading specialist is facilitating the CLTs for LA instruction.

ELA committee is engaging in alignment discussions and identifying ways to provide continuity in instructional practices schoolwide.

SPED teachers went to observe other schools' co-teaching models

Patterns & Barriers:

Inconsistent collaboration across teams.

Limited examples of effective planning to guide practice.

Time constraints during CLT meetings may hinder deep discussion and alignment.

Next Steps:

Embed dedicated time in CLTs for comprehension planning.

Facilitate cross-team sharing of strategies and successes.

Funding Sources: Title 1 Reading Teacher, Literacy Materials - Title I - \$110,000

Significant Action 3: Level 2 special education teachers will meet during a sped CLT with EL Teacher to differentiate HQIM using grade level curriculum in their classrooms (focusing on decoding, fluency, and comprehension).

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Lesson plan will include scaffolds and differentiation related to the skills/ strategies modeled (SpEd, High/ Moderate/ Low Risk)

Staff Responsible for Monitoring: Admin, Reading Specialist, Special Education Teachers

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Admin, Reading Specialist, Special Education Teachers

Progress Monitoring Frequency and Tools: Weekly Lesson Plans

Incomplete

Progress Notes: BOY-This work has not yet started.

Patterns & Barriers:

Planning is underway to initiate collaboration.

A major barrier is insufficient planning time in Level 2 classrooms, limiting opportunities for joint instructional planning.

Next Steps:

Explore scheduling solutions to create dedicated collaboration time.

Provide planning templates to support efficient use of limited time.

Pilot initial meetings to model effective differentiation using HQIM.

Current- 01/08/2026- SPED and the ESOL/SPED teacher engaged in a planning day. Both Level 1 and 2 teachers engaged in planning for dual learners and utilized data chats to determine next steps for students.

Patterns & Barriers:

Level 2 students were transitioned to Level 1 earlier this year, resulting in significant schedule adjustments that impacted planning time with EL teachers and collaboration with classroom teachers.

A major barrier is insufficient planning time in Level 2 classrooms, limiting opportunities for joint instructional planning.

Next Steps:

Explore scheduling solutions to create dedicated collaboration time.

Provide planning templates to support efficient use of limited time.

Pilot initial meetings to model effective differentiation using HQIM.

Funding Sources: Reading Specialist - Site-Based Budget - \$110,000

Significant Action 4: Admin and reading team will utilize the PWCS Reading Comprehension Walkthrough tool to monitor implementation of instruction and provide teachers with growth producing feedback.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Schedule and PWCS Reading Comprehension: Teacher directed Instruction and High-Quality Instructional data

Staff Responsible for Monitoring: Admin, Reading Team, Instructional Coach

Alignment to Strategic Plan Objective(s): 1.3 -PWCS will prepare all staff members to support and challenge all students

Office/Dept Collaborators: Admin, Reading, Instructional Coach, Literacy Committee, Grade Level Team Members

Progress Monitoring Frequency and Tools: Walkthrough form data and adjustments to feedback (Teacher directed Instruction and HQIMs; Reading

Comprehension), Instructional rounds as scheduled

Incomplete

Progress Notes: While the tool is being used, it needs to be implemented more consistently.

Patterns & Barriers:

Inconsistent use limits impact.

Competing priorities and limited time for walkthroughs reduce frequency.

Next Steps:

Establish a walkthrough schedule to ensure regular use.

Use collected data to guide feedback and support instructional improvement.

Share trends with staff to promote transparency and growth.

1/21/26

Current: 39% of our Walkthroughs have been in LA, of those, 52% were of reading comprehension

Patterns & Barriers:

Time to get into classrooms.

Next Steps:

Continue Walkthroughs and schedule.

Funding Sources: Reading Specialist - Site-Based Budget - \$100,000

Impact/Implementation Goal 9 Details		Formative Reviews		
Impact/Implementation Goal 9		Formative		
		BOY	MOY	EOY
		Not Yet Started	Not On Track	

Significant Action 1: K-5 Teachers will use weekly progress monitoring results to inform small group instruction (decoding)

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: lesson plans, student evidence, student data

Staff Responsible for Monitoring: Reading Team, Admin, Instructional Coach

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Classroom Teachers

Progress Monitoring Frequency and Tools: UFLI Progress Monitoring, Lexia, Aims Web, Walk throughs, CLT document and discussion notes, Post-Conferences

Title I:

4

Incomplete

Progress Notes: This practice is in development but not yet fully implemented.

Patterns & Barriers:

Staff are working toward consistent use of data.

Lengthy BOY assessments delayed initial progress monitoring.

Fidelity to HMH/UFLI limits available time for small group instruction.

Limited planning time restricts data analysis and instructional adjustments.

Next Steps:

Streamline data collection and review processes.

Prioritize time for small group planning during CLTs.

Provide examples of how to use quick check data to guide instruction.

1/21/26

Current Status:

Patterns & Barriers:

Next Steps:

Funding Sources: Reading Specialist - Site-Based Budget

Significant Action 2: Identified students who are not proficient or at risk will be provided with an opportunity to receive additional reading instruction through ALL in VA Tutoring.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: List of students, student data

Staff Responsible for Monitoring: All in VA Coordinators

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

Office/Dept Collaborators: Professional Learning Office, Classroom Teachers, TAs, Admin, ALL in VA Coordinators

Progress Monitoring Frequency and Tools: Attendance Logs

Title I:

Incomplete

Progress Notes: Grades 3-5 students currently have access to tutoring before school five days a week and after school on Tuesdays and Thursdays from 10/23/25 to 12/11/25.

Before-school sessions will resume on 1/12/26; after-school tutoring will restart in late February.

Patterns & Barriers:

Strong start with consistent access for grades 3-5.

Limited availability for K-2 students.

Scheduling gaps between sessions may impact instructional continuity.

Next Steps:

Explore options to expand tutoring access for K-2 students.

Monitor attendance and progress to assess impact.

Plan for sustained support during session breaks.

01/23/2026- 100% of students identified as not proficient or at risk have been provided an opportunity to participate in the ALL IN tutoring. We requested additional funding to expand the program for the spring session and were granted the additional funds.

Barriers:

Only XX students have signed up for this next session.

Transportation for our community continues to be a barrier in getting students here.

Limited availability for K-2 students.

Scheduling gaps between sessions may impact instructional continuity.

Next Steps:

Big push and calls for remaining identified students who have not signed up yet.

Funding Sources: Lexia, ALL in VA Teachers - Site-Based Budget - \$60,000

Impact/Implementation Goal 10 Details	Formative Reviews		
Impact/Implementation Goal 10 Goal Type: Implementation Goal Implementation Goal: 100% of students will demonstrate comprehension skills with 75% or higher on selection quizzes.	Formative		
	BOY	MOY	EOY
	Not Yet Started	On Track	On Track

Significant Action 1: K-5 Teachers will monitoring students' data from the selection quizzes to determine instructional next steps and additional support needed.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: student evidence, student data

Staff Responsible for Monitoring: Reading Team, Admin, Instructional Coach

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Classroom Teachers

Progress Monitoring Frequency and Tools: UFLI Progress Monitoring, Lexia, Aims Web, Walk throughs, CLT document and discussion notes, Post-Conferences

Incomplete

Progress Notes: BOY-Teachers have begun monitoring data, but full implementation is still in progress.

Patterns & Barriers:

Teachers are reviewing data.

Limited planning time and fast curriculum pacing hinder deeper analysis and instructional adjustments.

Next Steps:

Embed time in CLTs for data review and planning.

Provide examples of how to use quiz data to guide small group instruction.

Offer support for balancing curriculum pacing with responsive instruction.

1/21/26

MOY

Teachers have begun monitoring data, but full implementation is still in progress.

X/X teachers are currently monitoring data

Patterns:

1st and 2nd grades are leading teams in using data from quizzes to support next steps for students. This has been a pattern in this grade level for many years. A contributing factor is two veteran teachers on the team.

Barriers:

Limited planning time and fast curriculum pacing hinder deeper analysis and instructional adjustments.

Next Steps:

Allow coaches to pre-pull relevant data, flag trends, and offer recommended strategies prior to meetings.

Provide examples of how to use quiz data to guide small group instruction.

Funding Sources: Reading Specialist - Site-Based Budget

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)
provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas and vocabulary (EB)	teachers will model their thinking using mathematical language and problem-solving strategies to teach how to solve word problems, which will allow students to justify and explain their thinking verbally and/or through written responses	85% overall and 70% of ELL and SWD's passing their math SOL; 70% ELL and SWD's in 2nd-5th grade students showing mastery or proficiency on each end of unit assessment in Mastery Connect.

Strategic Priorities: Learning and Achievement for All 2

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2026, our Math SOL Pass rates will be 85% overall; 70% for both ELLs and SWD.	Formative		
	BOY	MOY	EOY
	Not Yet Started	Not Yet Started	
Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 70% of English Learners in 2nd -5th grade students showing mastery or proficiency on each end of unit assessment in Mastery Connect.	Formative		
	BOY	MOY	EOY
	Not On Track	Not On Track	
Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: 70% of SWD's in 2nd-5th grade students showing mastery or proficiency on each end of unit assessment in Mastery Connect.	Formative		
	BOY	MOY	EOY
	Not On Track	Not On Track	

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: 100% of 2-5 teachers will teach a given solution method on how to solve word problems by modeling their thinking using mathematical language.	Formative		
	BOY	MOY	EOY
	Not On Track	Approaching	

Significant Action 1: 2-5 teachers and instructional staff will participate in PWCS Math PD with new core materials and standards and school-based/grade level PD to include modeling of problem solving strategies.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: OCES PD- register in catalog, Book Study, PWCS Transcript

Staff Responsible for Monitoring: Admin, Math Team

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Admin, Math Team, Math Committee

Progress Monitoring Frequency and Tools: Quarter school-based PD, Monitoring in PD Catalog, Grade level mini PD

Title I:

2

Incomplete

Progress Notes: Teachers have engaged in available PD, including a math department-led staff meeting and collaborative learning during CLTs. Stephanie Swadley came twice so far. She did a training for the whole staff at a faculty meeting then came again to participate in CLTs.

Patterns & Barriers:

Initial PD participation is strong.

Continued support is needed to deepen understanding and application of new materials and standards.

Time constraints and pacing demands may limit opportunities for extended PD and practice.

Next Steps:

Schedule ongoing school-based PD sessions focused on modeling strategies.

Provide job-embedded coaching and exemplars aligned to new standards.

Use CLTs to reinforce PD content and share best practices across grade levels.

Central office staff will be supporting using the walkthrough tool.

Current:

12/3/2025-

100% of 2-5 teachers attended the Vertical Planning focusing on EnVision staff meeting.

Patterns:

100% 2-5 Teachers provided positive feedback toward the Vertical Planning staff meeting and being able to collaborate with SPED and EL teams.

Barriers:

Continued support is needed to deepen understanding and application of new materials and standards.

Time constraints and pacing demands may limit opportunities for extended PD and practice.

Next Steps:

Schedule ongoing school-based PD sessions focused on modeling strategies.

Provide job-embedded coaching and exemplars aligned to new standards.

Use CLTs to reinforce PD content and share best practices across grade levels.

Central office staff will be supporting using the walkthrough tool

Funding Sources: Title 1 Math Teacher, Books, materials, resources - Title I - \$110,000

Significant Action 2: 2-5 Math CLT (to include general education, SPED, ESOL, and Math Specialists) planning meetings will include solution methods, word problem task(s), and specific scaffolds/supports to meet students learning needs for SWD and ELL.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Lesson plans will include scaffolds and differentiation related to the skills/ strategies modeled (EL, Gifted, SpEd, proficient, not proficient, at risk)

Staff Responsible for Monitoring: Admin, Math Team

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Admin, Math Team, IC, Math Committee, Classroom Teachers

Progress Monitoring Frequency and Tools: Weekly Lesson Plan

Title I:

4

Incomplete

Progress Notes: BOY-Teams are using a common CLT document focused on standards and curriculum, discussing student needs, and tracking testing data for EL and SPED students.

Patterns & Barriers:

Collaboration is occurring with a shared planning tool.

Limited time during CLTs may restrict depth of planning and differentiation.

Varying familiarity with scaffolding strategies across teams can impact consistency.

Next Steps:

Continue using the CLT document to guide planning and data tracking. Ensure the document gets to the how we are supporting student needs.
Provide examples of scaffolds and solution methods tailored to SWD and ELL needs.
Offer targeted PD or coaching to strengthen differentiation practices during math planning.

1/21/26

Current; Not all teams are collaborating to the extent where they are including solution methods and specific scaffolds to support or meet the needs for SWD and ELLs

100% K-5 Sped teachers are collaborating and discussing lessons, 83% (5/6) are planning, 83% are identifying.

100% K-5 EL teachers are collaborating and discussing, 83% are planning, 83% are identifying. 4th grade Sped collaboration is an area of growth. K EL is an area for growth. Sped and EL 5th is leading this significant action.

Patterns:

Sped and EL 5th is leading this significant action.

4th grade Sped collaboration is an area of growth. K EL is an area for growth.

Barriers:

Schedule adjustments that impacted planning time with SPED, EL teachers and collaboration with classroom teachers

Next Steps:

We will prioritize strengthening the team by building communication skills and helping staff learn to collaborate more effectively across different personality types

Funding Sources: Math Coach - Site-Based Budget

Significant Action 3: Admin and math team will use the PWCS walkthrough tool focusing on student ownership and high quality instructional practices to monitor implementation and provide feedback.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Walk-Through Schedule

Walk-Through Data

Staff Responsible for Monitoring: Admin, Math coach

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

Office/Dept Collaborators: Admin, Math Coach, Math Committee

Progress Monitoring Frequency and Tools: Instructional rounds as scheduled, PWCS Walk Thru tool focusing on Student Ownership for students and High Quality Instructional Practices for teachers

Incomplete

Progress Notes: BOY-Teachers have been observed using HQIM with 100% implementation.

Patterns & Barriers:

Strong use of HQIM across classrooms.

Walkthroughs are occurring but need to be more frequent and focused to maximize feedback and support.

Competing priorities may limit time for consistent walkthroughs and follow-up.

Next Steps:

Increase walkthrough frequency and ensure alignment with student ownership and instructional quality indicators.

Use walkthrough data to guide coaching and professional development.

Share trends and best practices with staff to reinforce effective instruction.

1/21/26

Current:

39% of our Walkthroughs have been in math.

Of those under HQIP, 25.9% were Yes, 37% were Somewhat, and 37% were Not Yet. Teacher providing clear and accurate supports were 22.2% were Yes, 22.2% were Mostly, 33.3% were Somewhat, and 22.2% were Not Yet.

Under Student Ownership, we focused on appropriate tools when solving problems reported as: 25.9% Yes, 7.4% Mostly, 40.7 Somewhat, and 25.9% Not Yet. Students justifying their thinking is as follows- 18.5% Yes, 11.1% Mostly, 40.7%, and 29.6% as Not Yet. Under students using precise mathematical language 22.2% was Yes, 37% was Somewhat, and 40.7% was Not Yet.

Patterns/Themes:

HQIPs insufficient Yes may be due to the new curriculum requiring students to lead their own learning and teachers learning to hold back.

Students need to be explicitly taught to justify their thinking-

Barriers:

Language/vocabulary

Next Steps:

Frontload academic vocabulary.

Funding Sources: - Site-Based Budget

Impact/Implementation Goal 5 Details	Formative Reviews		
Impact/Implementation Goal 5 Goal Type: Implementation Goal Implementation Goal: 100% of 2nd -5th grade students will complete a bi-weekly common assessment using precise mathematical language and solution methods in their explanations and discussions when solving word problems.	Formative		
	BOY	MOY	EOY
	Not Yet Started	Approaching	

Significant Action 1: 2-5 teachers will monitor student data on their use of mathematical vocabulary and problem-solving strategies on verbal and written tasks to make instructional next steps (small groups supports and spiral review).

Deliverables/Evidence: CLT notes/lesson plans

Classroom observations/walkthroughs
Level of Discourse rubric/ Building Thinking Classrooms checklist for quality verbal responses

Staff Responsible for Monitoring: Admin, teachers, math resource teachers

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

Office/Dept Collaborators: Admin, Math team, Classroom Teachers

Progress Monitoring Frequency and Tools: On-going, math walk thru tool, verbal response checklist

Title I:

2, 4

Incomplete

Progress Notes: BOY-Teachers are reviewing data and discussing instructional adjustments during CLTs.

Patterns & Barriers:

Data monitoring is occurring.

Limited time for small group instruction due to the structure of the new math program.

Fast pacing of curriculum reduces opportunities for reteaching and spiral review.

Next Steps:

Identify key opportunities within the curriculum for targeted small group instruction.

Use CLT time to plan spiral review and vocabulary reinforcement.

Share strategies for integrating vocabulary and problem-solving checks into daily instruction.

1/21/26

Current: Teachers are feeling more comfortable with EnVision, they are feeling more comfortable pulling groups.

2nd- 100% teachers are using data for next steps.

3rd- 4/5, or 80% are doing this

4th-3/4, or 75% are doing this

5th- there are two math teachers for the whole grade level since they departmentalize. This teacher struggles with the demographics of one class due to not having sufficient support for her ELs. The other does pull groups and co-teaches with their EL and SPED teacher.

Patterns & Barriers:

Data monitoring is occurring.

Inconsistent across grades 2-5 small group instruction due to the structure of the new math program.

Fast pacing of curriculum reduces opportunities for reteaching and spiral review.

Next Steps:

Identify key opportunities within the curriculum for targeted small group instruction.

Use CLT time to plan spiral review and vocabulary reinforcement.

Share strategies for integrating vocabulary and problem-solving checks into daily instruction.

Front load vocabulary.

We are hiring and additional math TA.

Funding Sources: Title 1 Math Teacher - Title I - \$110,000

Significant Action 2: Identify and progress monitor students who need additional math support through ALL in VA Tutoring.

Deliverables/Evidence: List of identified students and student data

Staff Responsible for Monitoring: All in VA Coordinator

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

Office/Dept Collaborators: Admin, Math Team, All in VA Coordinators

Progress Monitoring Frequency and Tools: roster of students

Title I:

3

Incomplete

Progress Notes: BOY-Students identified for additional math support through ALL in VA Tutoring were selected based on prior year SOL scores, Momentum Math assessments, and classroom performance. Tutoring opportunities were offered before and after school.

Patterns Observed:

Consistent identification methods across multiple data sources.

Low student enrollment in tutoring despite targeted outreach.

Students with the greatest need are not consistently participating.

Barriers Identified:

Scheduling conflicts with before/after school sessions.

Limited transportation options.

Potential lack of student/family awareness or engagement.

Actionable Next Steps:

Conduct a brief survey to understand barriers to participation.

Explore alternative tutoring formats (e.g., virtual sessions, in-school support during the day).

Increase family outreach through personalized communication and collaboration with teachers.

1/21/26

Current: MOY-

!00%, of identified students have been invited to participate in ALL in VA tutoring.

Before School Fall attendance:

3rd- 18 students enrolled

4th- 18 students enrolled

5th- 20 students enrolled

3-5 total= 56 students

After school Fall attendance:

3rd- 17 students enrolled

4th- 30 students enrolled

5th- 14students enrolled

3-5 total=61 students

Patterns Observed:

Low student enrollment in tutoring despite targeted outreach.

Students with the greatest need are not consistently participating.

About 5 students did both AM and PM tutoring

4th grade had the most enrollment for after school- this may be due to teacher push.

Barriers Identified:

Scheduling conflicts with before/after school sessions.

Limited transportation options.

Potential lack of student/family awareness or engagement.

Actionable Next Steps:

Conduct a brief survey to understand barriers to participation.

Increase family outreach through personalized communication and collaboration with teachers.

Funding Sources: All in VA Teachers - Site-Based Budget - 3,4 - \$60,000

Commitment 1: Learning and Achievement for All

Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we plan and deliver instruction using the 5E model to support experiential, inquiry-based student learning	teachers will deliver inquiry based instruction using high level questions and scientific vocabulary, which will allow 4th & 5th grade students to justifying and explain their learning on scientific concepts through verbal/written tasks,	85% overall; 70% of ELL and SWD's passing their science SOL and 75% ELL and SWD's in 4th and-5th grade showing mastery/proficiency on end of unit assessment in Mastery Connect.

Strategic Priorities: Learning and Achievement for All 3

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2026, our Science Pass Rates will be 85% overall; 70% for both ELL and SWD.	Formative		
	BOY	MOY	EOY
	Not Yet Started	Not Yet Started	
Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 75%% of ELLs in 4th and 5th grade showing mastery and proficiency on each end of unit assessment in Mastery Connect.	Formative		
	BOY	MOY	EOY
	Approaching	Approaching	
Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Impact Goal Impact Goal: 75% of SWD in 4th and-5th grade showing mastery and proficiency on each end of unit assessment in Mastery Connect.	Formative		
	BOY	MOY	EOY
	Approaching	Approaching	

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: 100% of K-5 teachers will deliver learning experiences that include inquiry-based instruction and higher-order questions using scientific vocabulary that lead to student discourse and application of concepts.	Formative		
	BOY	MOY	EOY
	On Track	Approaching	

Significant Action 1: K-5 teachers and instructional staff will participate in quarterly school-based and grade level PD to support the development of teacher knowledge and skill related to the 5E instructional model.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Planning meeting agenda and notes

Staff Responsible for Monitoring: Admin

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Admin, Instructional Coach, Science Dept.

Progress Monitoring Frequency and Tools: Quarterly

Incomplete

Progress Notes: Progress is underway, with staff engaging in PD sessions.

Patterns Observed:

Staff are actively participating in PD aligned to the 5E model.
Growing familiarity and implementation of inquiry-based practices.

Barriers Identified:

Competing priorities during scheduled planning blocks.

Actionable Next Steps:

Embed vocabulary planning into PD sessions to model integration within the 5E framework.
Provide planning templates or tools that support efficient vocabulary alignment.
Explore flexible scheduling or micro-PD formats to maximize teacher collaboration time.

1/21/26

Current:

With new math curriculum and need for additional support for ELA and ESOL instruction, quarter 2 staff PD has been focused on math and ELA. Science PD was not provided from the staff.

Barriers:

Competing priorities during planning continues to be a main barrier, as well as, emphasis on math and ELA instructional needs.

Next Steps:

Utilize the science lead teacher to organize a staff micro-PD on the 5Es.

Significant Action 2: Use the PWCS walkthrough tool to provide feedback to teachers on the implementation of 5E and inquiry based lessons (feedback to include scaffolds/supports visible & utilized by students)

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Schedule, PWCS walkthrough tool and feedback

Staff Responsible for Monitoring: Admin

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

Office/Dept Collaborators: Admin, Instructional Coach

Progress Monitoring Frequency and Tools: Walk through from data and adjustments to feedback

Incomplete

Progress Notes: Current usage is inconsistent.

Patterns Observed:

Walkthroughs are occurring but not at a consistent frequency.

Barriers Identified:

Competing priorities limit time for walkthroughs and feedback.

Actionable Next Steps:

Establish a walkthrough calendar to ensure consistent implementation.

Use a shared rubric or checklist aligned to 5E and inquiry-based practices.

Provide brief training or calibration for observers to ensure consistent feedback.

Share trends from walkthroughs during PLCs to inform instructional planning.

1/21/26

Current:

According to our Walkthrough Tool data, the teacher employs the 5E model as follows- to make sense of disciplinary core ideas, 64.3 % Yes, 35.7% Mostly.

Barriers Identified:

Walkthrough data is limited and limiting-based upon when in the lesson it was observed.

Next Steps:

Share trends from walkthroughs during CLTS to inform instructional planning.

Ensure all admin are completing the Walkthrough Tool, when doing walkthroughs.

Significant Action 3: During CLTs teachers will plan inquiry based instruction focusing on higher order questions and use of scientific vocabulary that lead to student discourse and application of concepts.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Lesson Plans (CLT document)

Staff Responsible for Monitoring: admin

Alignment to Strategic Plan Objective(s): 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.

Office/Dept Collaborators: admin, science dept

Progress Monitoring Frequency and Tools: quarterly, CLT rubric, walkthrough tool

Complete

Progress Notes: Teachers are actively planning science instruction aligned to this goal. Grades 4 and 5 are the strongest in implementing planning science instruction.

Patterns Observed:

Teachers are incorporating inquiry-based strategies and vocabulary into science planning.
CLTs are being used to support instructional alignment across grade levels.

Barriers Identified:

Limited planning time due to the need to unpack standards and review math and reading programs.
Science planning often receives less time and attention compared to other core subjects.

Actionable Next Steps:

Provide integrated planning tools that align science vocabulary with reading and math standards.
Offer pre-unpacked standards and sample lesson frameworks to streamline planning.
Consider rotating focus areas across CLTs to balance instructional planning needs.

1/21/26

Teachers have been provided with PlanBook to assist with planning and consistency for grade levels. This program provides teachers with easy access to the SOLs and all in one location on the plans. The grade levels continue to be successful in CLT planning for science, although time constraints continue to be an identified problem for staff.

Impact/Implementation Goal 5 Details	Formative Reviews		
Impact/Implementation Goal 5 Goal Type: Implementation Goal Implementation Goal: 70% or more of 4th & 5th grade students will successfully demonstrate and justify their learning on the Question of the Day using scientific vocabulary.	Formative		
	BOY	MOY	EOY
	Not Yet Started	Approaching	

Significant Action 1: 4th & 5th grade teachers will plan for including Question of the Day for each unit and monitor student data to determine instructional next steps to review and provide additional supports.

Target Start Date: July 1, 2023

Target End Date: June 12, 2026

Deliverables/Evidence: lesson plan, student product, walkthrough

Staff Responsible for Monitoring: Admin, Classroom Teachers

Alignment to Strategic Plan Objective(s): 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

Office/Dept Collaborators: Admin, Instructional Coach, Classroom Teachers

Progress Monitoring Frequency and Tools: walk through from data and adjustments to feedback

Complete

Progress Notes: Implementation has not yet begun across all grade levels although, (some classes do this already).

Patterns Observed:

Clear intent to use formative assessment to drive instruction.
Planning structures are in place but not yet leveraged for this specific strategy.

Barriers Identified:

Limited planning time due to extensive focus on unpacking standards and reviewing math and reading programs.
Science planning often receives less priority during CLTs.

Actionable Next Steps:

Integrate Question of the Day planning into existing unit planning templates.
Provide sample questions aligned to standards to reduce planning time. Teachers are incorporating discussions about the results into their science CLT time.
Designate time during CLTs for science-specific planning and data review.
Use student responses to identify misconceptions and adjust instruction accordingly.

1/23/2026

4th and 5th grade "problem of the day" questions provided in the unit guides have been inputted into Mastery Connect for the teachers. 100% of 4th and 5th teachers are actively planning for these questions and discussing them during CLTS.

Significant Action 2: 100% of 5th grade students will be provided the opportunity to participate in science club for science .

****Is this before or after school? I wonder if you can use title 1 extended learning opportunities as All in Tutoring is only for Math and ELA...

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: List of students

Staff Responsible for Monitoring: OCES Tutoring Coordinator

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

Office/Dept Collaborators: OCES Tutoring Coordinator, Professional Learning Office, Admin, Science Lead

Progress Monitoring Frequency and Tools: Roster of students

Incomplete

Progress Notes: 1/21/26

Current:

This has not been implemented due to limited funding. The science club with be offered later in the school year.

Commitment 1 Strategic Priorities:

Learning and Achievement for All

Strategic Priority 1: Increase Student Achievement on Reading on SOL with a focus on English Language Learners and Students with Disabilities. **Root Cause:** Inconsistent implementation of decoding and comprehension strategies that impact students practicing skills independently.

Strategic Priority 2: Increase Student Achievement in Math on unit assessments and the SOL with a focus on English Language Learners and Students with Disabilities. **Root Cause:** Inconsistent use of essential resources for reinforcing mathematical vocabulary to support conceptual understanding.

Learning and Achievement for All

Strategic Priority 3: Increase Student Achievement on Science unit assessments and SOL with a focus on Students with Disabilities and English Language Learners. **Root Cause:** Insufficient exposure to content, a lack of foundational background knowledge, minimal connection to scientific vocabulary, and limited opportunities for hands-on, experiential learning.

Commitment 2: Positive Climate and Culture

Division Objective:

2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we educate our parents on the important connection between their child's attendance and academic achievement and providing interventions for students at-risk of chronic absenteeism,	then we will consistently communicate attendance expectations, identify at risk students, and put interventions and incentives in place,	which will lead to a decrease in our Chronically Absenteeism rate to 8% or below.

Strategic Priorities: Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2025, we will decrease our chronic absenteeism rate to 8% or lower. BOY: 11% and MOY: 10%	Formative		
	BOY	MOY	EOY
	On Track	Approaching	

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: 100% of students identified as at-risk for attendance and receiving tiered attendance interventions will meet their monthly attendance goals	Formative		
	BOY	MOY	EOY
	On Track	On Track	On Track

Significant Action 1: The Attendance Team will provide targeted training and resources to families to explain attendance expectations and the connection between attendance and student achievement.

Target Start Date: August 25, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Meeting Notes; PD materials for families

Staff Responsible for Monitoring: Attendance Team

Alignment to Strategic Plan Objective(s): 2.1

Progress Monitoring Frequency and Tools: Monthly

Complete

Progress Notes: 11/17/2025

The Attendance Team is actively working to improve student attendance by providing targeted training and resources to families. These efforts aim to clarify attendance expectations and emphasize the strong connection between consistent attendance and student achievement.

Currently, the school's chronic absenteeism rate stands at 9.9%, reflecting a decrease of 3.2% from last year, which indicates positive progress. To support families, we distribute handouts and pamphlets that outline attendance policies and strategies for maintaining regular attendance.

1/21/2026

The information above remains the same.

Significant Action 2: The Attendance Team will schedule meetings with families of students who are on track to be chronically absent to collaborate on interventions and discuss progress.

Target Start Date: July 1, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Meeting Notes

Staff Responsible for Monitoring: Admin and counselors

Alignment to Strategic Plan Objective(s): 2.1 and 2.3

Office/Dept Collaborators: None

Progress Monitoring Frequency and Tools: On-going

Title I:

4

Incomplete

Progress Notes: Current-

33/586, or 5% of students as of 8/14/25 were chronically absent. Admin and counselors made outreach phone calls and meetings with parents to come up with attendance plans. Through this, we were able to address barriers and provide support where needed.

1/21/23

100% of families of students who are at-risk for chronic absenteeism have been scheduled to meet with the attendance team to determine interventions and create plans.

3 families did attend or were unreachable.

Initial attendance conferences (K-3) 13

Interagency Meetings (K-3) 2

Initial attendance conferences (4-5) 2

The Attendance Team actively monitors student absenteeism and promptly schedules meetings for at-risk and chronically absent students. The team meets with and provides handouts/information to the families about attendance expectations.

Significant Action 3: The attendance team will meet bi-weekly to monitor implementation of the attendance plans, interventions, monitor student attendance data, and determine next steps.

Target Start Date: August 25, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Meeting Agendas and Resources

Staff Responsible for Monitoring: Attendance Team

Alignment to Strategic Plan Objective(s): 2.1

Progress Monitoring Frequency and Tools: Bi-Monthly

Incomplete

Progress Notes: Current- BOY

33/586, or 5% of students as of 8/14/25 were chronically absent. Admin and counselors made outreach phone calls and meetings with parents to come up with attendance plans. Through this, we were able to address barriers and provide support where needed.

1/21/26

The Attendance Team actively monitors student absenteeism and promptly schedules meetings for at-risk and chronically absent students. The team meets with and provides handouts/information to the families about attendance expectations. The team meets on Fridays with the attendance officer.

Significant Action 4: Attendance Team will provide recognition and rewards for students who attend school regularly and have made improvements.

Target Start Date: August 25, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: attendance data in DART/School Status

Staff Responsible for Monitoring: Attendance Team

Alignment to Strategic Plan Objective(s): 2.1

Progress Monitoring Frequency and Tools: Monthly/Quarterly

Incomplete

Progress Notes: BOY

Students who were only absent 0-2 days in Quarter 1, will receive a dog tag that they can add a new tag to each quarter and an attendance pencil. We will also have a dance party for them.

MOY

Students who were only absent 0 days in Quarter 2, will receive a dog tags, medals, and pizza part for the class with the best attendance.

We do daily end of day shout-outs for fully attended classes.

Commitment 2 Strategic Priorities:

Positive Climate and Culture
Strategic Priority 1: To continue to reduce chronic absenteeism by creating a supportive, engaging, and family-centered school environment that promotes consistent attendance and early intervention. Root Cause: No clear attendance incentives or consequences.

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)
If we establish consistent, culturally responsive, and accessible two-way communication strategies with families,	then teachers and staff will build stronger relationships and trust with families, which will allow families to be more informed, engaged, and empowered in their child's learning,	which will lead to improved student outcomes through increased support, motivation, and collaboration between home and school with a 6% increase in fully engaged family survey feedback.

Strategic Priorities: Family and Community Engagement 1

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June of 2026, Occoquan will send out Family Input Surveys after each school event	Formative		
	BOY	MOY	EOY
	On Track	On Track	On Track

Significant Action 1: Develop and implement a school-wide communication protocol (e.g., twice a month newsletters, digital platforms, parent-teacher check-ins).

Target Start Date: August 11, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: SMORES Newsletter; School Status

Staff Responsible for Monitoring: Teachers and Admin

Incomplete

Progress Notes: 10/31/25-

-6 monthly newsletters to families to include grade level newsletters within

-School Status communication:

Phone calls 107 (other calls on phone)

Emails 20,891

Texts 25,067

1/21/2026

Monthly SMORES schoolwide letter goes out to families. Grade levels communicate with families either monthly or bi-weekly. Our school page is kept up to date. Everyone communicates via school status.

4/14/2026

SMORES usage/views/interaction:

January-

February-"O'bserver 474

March-

2nd-1,686

5th-1,456

Encore-474

April-

K-2,637;

School Status Communications year to date:

emails-66,325

text messages-71,011

calls-277

Significant Action 2: Monitor and evaluate communication frequency and quality through family surveys and staff feedback.

Target Start Date: August 11, 2025

Target End Date: June 12, 2026

Deliverables/Evidence: Survery Results

Staff Responsible for Monitoring: Admin

Progress Monitoring Frequency and Tools: Forms Survey

Incomplete

Progress Notes: Open House-

Popsicles with Principals-

New Student Orientation-

Back to School Night-

Trunk-or-Treat-

Staff communication- during CLTs (twice a week), daily- formal and informal

1/21/23

No new data at this time. No new events have occurred. Staff feedback has been given during CLTs, math & ELA committee, and tribal meetings.

4/14/26

Family surveys-

Donuts with the Principal-

Staff feedback-

2/26/26- survey on Classroom Speaker System

3/23/26-Staff survey on extra 30 minutes

Ongoing- Staff feedback has been given during CLTs, math & ELA committee, and tribal meetings.

Commitment 3 Strategic Priorities:

Family and Community Engagement

Strategic Priority 1: Occoquan ES will have a high-functioning advisory council where parents are partners in the decision-making process regarding the needs of our school community. Root Cause: Lack of awareness and understanding from parents and school members on how to effectively implement a high-functioning advisory council.

Commitment 4: Organizational Coherence

Title I

1: Component 1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment requirement for Title I is embedded within the Current State component of our Continuous Improvement Logic Model. Please refer to the Current State section of this plan.

2: Component 2: Schoolwide Reform Strategies

Our language arts instructional program includes utilizing HQIM. HMH provides instructional materials that directly promote students' metacognitive thinking and abilities to decode, comprehend, and think critically about a variety of diverse, relevant, and authentic texts/media. Our literacy block dedicates time to direct instruction on foundational skills like phonics, decoding, spelling, and fluency, direct instruction in reading/writing, and guided practice in reading/writing. Students supplement their instruction through independent practice with resources like Lexia. Phonics and literacy instruction is assessed and supplemented through VALLS progress monitoring and VALLS tutors (grade K-2) and benchmark progress monitors and reading specialist interventions (grades 3-5). We are leveraging our ELA committee to improve on instructional practices and continuity throughout the grade levels. Currently, our Title I Reading Teacher is using UFLI, HMH, and Lexia lessons to remediate struggling readers.

3: Component 3: Extended Learning Opportunities

Students are provided with the opportunity to participate in the before school program offered Mondays-Friday 8:00-9:00 AM or after school Tuesdays/Thursday until 5:15PM. The after school program is offered on select dates.

4: Component 4: Strategies to address students at risk for not meeting challenging standards

4.1: Component 4.1: Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

Our school has a tribal system based on the House system featured at the Ron Clark Academy. We also implement 30 Essentials that are based on the same program. We utilize a Check-in/Check-Out program as well as a peer mentoring program to support students.

4.3: Component 4.3: Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Behavioral Supports: We continue to master and refine our tribal system to help build and maintain a system of family and understanding. Our Check-in/Check-Out program helps us focus on our students who require a more hands-on approach.

Academic Supports: We assess and monitor our students through the VALLS program, HMH and Momentum Math to ensure the students are continuing to make the program and receive the supports that they require in order to close the achievement gaps.

4.4: Component 4.4: Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects

PDs that we will continue to implement:

- Ron Clark Academy Approach
- Co-Teaching models
- UDL
- 7 Steps
- MTSS
- HMH/EnVision

4.5: Component 4.5: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program

Our Rising KG Program is a three-week program that runs from Monday through Thursday for four hours each day. This program helps the new KG students acclimate to their new structured school environment and practices with the students on how to ride a bus, how to walk in a line, how to get breakfast/lunch, and other everyday activities that occur throughout the school day. When the students are in the classroom, they review procedures and rules, as well as start to work with the students on their Reading and Math skills before the school year starts.

Plan Notes

2/19/26

READING

- Theory of Action 1
 - Focused on EL and Sp. Ed.
 - Goal 3
 - Still pulling the data
 - HMH Data
 - EL Data
 - BOY was 25%
 - MOY was 33%
 - Diving deeper with the populations in the CLTs and having a stronger data chats
 - What are we doing for the students who are not making growth?
 - Sped Data
 - BOY was 12%
 - MOY was 15%
 - Diving deeper with the populations in the CLTs and having a stronger data chats
 - Break it out with students who are getting a read aloud versus students who do not get a read aloud
 - When they rush through, we need to reset the test and make them retake the test
 - What are we doing to help all of our new teachers
 - In Sped we have done a lot of PD on co-teaching
 - MTSS coach has worked with the new teachers
 - Classroom management PDs
 - EL Teachers will lead and model the lessons for many of our new teachers.
- VALLSS
 - Still looking to get the data
 - Second grade has been able to move many students make significant growth
 - We should be at a higher rate this year than last year.
 - Overall second grade did great; third grade did a good job;
 - First grade needs to move more as they did not make as much growth for our lowest students; VALLSS Tutors will come to CLTs once a month
- Walk Throughs
 - 90 walkthroughs have been conducted. But what are we doing with the data? We need to have more of these conversations with the teachers during the CLTs
 - Are these walkthroughs foundational versus comprehension (they want fractional data as opposed to percentages)
 - Reading Specialist is now helping co-lead the CLTs for HMH in order to help with consistency and ensuring fidelity.
 - Pull the walkthroughs in the CLTs to help the teachers have a better understanding and follow through based on the walkthrough data
 - Starr's question is how are we using this data? How are we using this data to build capacity of teachers
- Phonics
 - Second grade is using the Phonics tests since there are no Benchmarks for them this year.
 - Teachers are not consistently entering the data. Enter the appropriate data in Project Read AI. KG Tas need to enter the data. KG TAs can be pulled from Encore to help with entering the data. VALLSS tutors can stay longer to enter data.

- Comprehension
 - These scores are where we want them to be at this point in time.
 - What has been working so well? What are we noticing? How do we make them more efficient?
- Things
 - Celebrations
 - Celebrate growth, especially in the VALLSS
 - Celebrate sped teachers with AIMS web
 - Celebrate the classroom management
 - Next Steps
 - What are the patterns that we are seeing?
 - Who are these students who are not making growth?

MATH

- Math Committee talked about some of the barriers and next steps because we are not on track
 - EL came up a lot in the meetings and how complex the questions are for students
 - Working on a common UPSC across the grade levels
- Mastery Connect Data
 - ELs are significantly lower than what our goal is.
 - **For next year:** Our Root Cause is going to change because everybody is struggling right now for Tier 1 instruction. Start thinking where we go from here for next year to help all students
- Bi-Weekly Common Assessment
 - Second grade is still working on how to use this assessment
 - The math specialist and teachers are creating the common assessments
 - ~~We could be using the JUST IN TIME QUICK CHECK instead of creating the common assessments~~
 - The goal needs to focus less on if they are doing it and more into how are they doing on the assessment
 - Step one is to form a system on how to do this
- Celebrations
 - Using the Central Office to come in to help
 - Math Committees is looking to have vertical alignment
- Next Steps
 - Find consistent ways to collect the data consistently
 - Find a way to provide teacher feedback

SCIENCE

- 5E is the main focus this year with a focus with Els
 - Currently 4th grade is coming in lower than 5th grade
 - Focusing more on vocabulary
 - Need more Spiral Lessons in the with the students
 - EL Data is coming in 30 points higher than the division average in 5th
- 4th Grade has been working with a flexible schedule in order to meet the needs of both Science and VA Studies
- Question of the Day took a minute to get going but is now going smoothly with good data

Chronic Absenteeism

- Currently we are sitting at 9.5%
- Meeting every Friday
- Attendance Plans are being created
- Next Step
 - How do we track the most at risk?

Family Engagement

- What are the families asking for? Possibly doing Virtual events
- Food Pantry is going very well

SY25-26 Leadership Team

Committee Role	Name	Position
CI Team Member	Vanessa Santos	Teacher
CI Team Member	Mary Williams	Counselor
CI Team Member	Madeline Johnson	Counselor
CI Team Member	Diane Dunn	Math
CI Team Member	Margaret Albert	Reading
CI Team Member	Holli Stout	Reading
CI Team Member	Joshua Shaddix	EL
CI Team Member	Caitlin Farrell	Admin Intern
CI Team Member	Mari Arboleda	AP
CI Team Member	Michael Lint	Principal

School Continuous Funding Summary

Title I						
Commitment	Theory of Action	Impact/ Implementation Goal	Significant Action	Resources Needed	Account Code	Amount
1	1	7	1	Title 1 Reading Teachers, Literacy Materials		\$110,000.00
1	1	7	2	Title 1 Reading Teacher, Literacy Materials		\$110,000.00
1	1	8	1	Title 1 Reading Teachers, Literacy Materials		\$110,000.00
1	1	8	2	Title 1 Reading Teacher, Literacy Materials		\$110,000.00
1	2	4	1	Title 1 Math Teacher, Books, materials, resources		\$110,000.00
1	2	5	1	Title 1 Math Teacher		\$110,000.00
Sub-Total						\$660,000.00
Site-Based Budget						
Commitment	Theory of Action	Impact/ Implementation Goal	Significant Action	Resources Needed	Account Code	Amount
1	1	7	3	Reading Specialist		\$100,000.00
1	1	8	3	Reading Specialist		\$110,000.00
1	1	8	4	Reading Specialist		\$100,000.00
1	1	9	1	Reading Specialist		\$0.00
1	1	9	2	Lexia, ALL in VA Teachers		\$60,000.00
1	1	10	1	Reading Specialist		\$0.00
1	2	4	2	Math Coach		\$0.00
1	2	4	3			\$0.00
1	2	5	2	All in VA Teachers	3,4	\$60,000.00
Sub-Total						\$430,000.00