

Prince William County Public Schools

Gar-Field High School

2026-2027 School Continuous Improvement Plan



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Mission Statement

At Gar-Field High School, we develop reflective, open minded, critical thinkers who demonstrate independence of thought while embracing collaboration in an evolving world. Learners engage in rigorous educational opportunities and rise to high expectations while exhibiting integrity and respect for themselves and for others. Through diverse and authentic learning experiences, we empower students to become internationally minded citizens who take pride in and contribute to their local, national, and global communities.

Vision

Every student will graduate on time with the knowledge, skills, and habits of mind to be *Future Ready*, Globally-Minded Learners.

Value Statement

At Gar-Field High School, we believe in developing all students as IB learners who are:

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Intellectual Risk-takers
Balanced
Reflective

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Comprehensive Needs Assessment

Learning and Achievement for All

Learning and Achievement for All Current State

Reading:

Reading SOL Pass Rate: there were increases in all subgroups except for the following: Hispanic (-5.5%), English Language Learners (-15.76%), and Students with Disabilities (largest decrease: -28.99%).

This pass rate aligns with the common formative and summative assessments throughout the 25-26 SY. Students with disabilities and English language learners did not meet the goal of earning a 70% or higher on these assessments. Analysis of instructional practices reveals inconsistencies in Tier 1 delivery that impact student outcomes, particularly in writing, discourse, and language development.

STAR Data: Total students grew from 45.2% to 54.1% proficient (a 5.9% increase since BOY), EL students grew from 10.8% proficient to 32.1% (a 21.3% increase), SWD students grew from 19.3% proficient to 29.1% (a 9.8% increase).

Administrative meetings are held weekly. CLT meetings are held weekly during common planning (protected time to ensure CLT collaboration). Classes containing students with disabilities and ELLs are prioritized to ensure a low teacher to student ratio. Walkthroughs occur throughout the school year, instructional observation data is recorded in a trend tracker, and data is shared at the beginning, middle, and end of the school year.

Instructional Practice Trends (Walkthrough Evidence):

- -Tier 1 instruction across classrooms is inconsistently aligned to high-impact literacy practices. While learning targets are generally posted and standards-aligned texts are utilized, the following patterns were observed:
- -Currently, Tier 1 ELA instruction across classrooms can be described as:
- -Standards-aligned but variably implemented, with clear objectives but inconsistent depth of execution.
- -Moving towards text-centered, though not consistently paired with rigorous, evidence-based questioning or writing tasks.
- -Predominantly teacher-directed, with opportunities for growth in sustained student discourse and collaboration.
- -Inconsistently scaffolded, particularly in writing and language development, resulting in uneven student engagement and mastery.
- -Writing tasks are present but often emphasize completion over development of analytical thinking (passive instead of truly active engagement). Extended writing opportunities (ex: evidence-based responses) are not consistently scaffolded, and modeling of writing strategies varies widely across classrooms. Students are not consistently engaged in revising or using feedback cycles to strengthen writing.
- -Student-to-student academic discussion/discussion using academic language is limited in some classrooms. An opportunity for growth is shifting instruction that relies on teacher-led questioning to structured collaborative discussions. Opportunities for students to engage in accountable talk, justify responses with textual evidence, and build on peer ideas are inconsistent.
- -Explicit instruction in academic language and vocabulary is inconsistent. While key terms are sometimes introduced, there is limited evidence of sustained practice with academic language in speaking and writing across all classrooms. Students often respond with surface-level answers rather than using discipline-specific/intended academic language.
- -Collaborative Learning Team (CLT) structures are in place and include regular planning around curriculum pacing and assessment development. However, implementation gaps are evident: CLTs plan common assessments and identify priority standards; however, instructional delivery varies significantly across classrooms, resulting in uneven student access to rigorous Tier 1 instruction, and assessment results show discrepancies that suggest misalignment between planned strategies and classroom execution.

- -Teachers identify writing and text analysis as priority areas in CLT planning, yet walkthrough data shows inconsistent use of aligned instructional strategies (ex: text-based questioning, modeled writing, structured discourse).
- -Common assessment results reflect student difficulty with analytical writing and citing evidence, indicating a need for stronger alignment between planned instruction and daily practice.
- -In high-performing classrooms, daily instruction includes:
 - -Explicit modeling of reading and writing strategies
 - -Structured opportunities for student discourse using text evidence
 - -Intentional vocabulary integration and language development
 - -Ongoing formative assessment with feedback

However, these practices are not yet systematic across all classrooms. To improve student outcomes, Gar-Field High School must work to strengthen Tier 1 ELA instruction by ensuring consistent implementation of writing, academic discourse, and language development practices, as well as tighter alignment between CLT planning, instructional delivery, and assessment results.

The greatest gains were in part a result of the schoolwide implementation of the 7 Steps strategies to increase student achievement.

Math:

In Algebra I specifically, there were decreases amongst most student sub-groups with exceptions of black and SWD. The most significant drops were ELs (increased low level EL enrollment). Over the past 3 years, however, SWDs have demonstrated gains.

Leadership Structure:

- Administrator meetings occur weekly, alternating between entire Admin team and AP CLT.
- Instructional lead team meetings occur monthly with Dept. Chairs.
- CI Team meetings occur multiple times in the weeks approaching the scheduled CIP meetings scheduled by the level Associate's office.

Master Schedule: Is designed collaboratively by admin, counseling, EL & SpEd leaders to ensure appropriate staffing to support the various instructional needs of our school.

Service Delivery Model for SWD and EL: There are a variety of supports for both EL & SWD—TT, SC, and Push-ins. Service delivery is provided by certified teachers according to individual IEPs or SDPs

Collaborative Learning Teams (CLT): Since depts have common planning, CLTs are able to meet on different days weekly/biweekly determined (to ensure minimal schedule conflicts for members on multiple CLTs)

Observational Walkthroughs: Walkthroughs occur at least weekly by ILC Members, instructional coaches, and supervising admin on a consistent basis throughout the school year.

Instructional Practice Trends (Walkthrough Evidence):

Walkthrough data indicates that Tier 1 math instruction is inconsistently aligned to high-impact practices focused on reasoning, discourse, and problem-solving. While grade-level tasks are generally aligned to standards, the following patterns are observed across classrooms:

- Tasks are often focused on procedural completion rather than requiring students to explain reasoning or justify thinking
- Student discourse is inconsistent, with many classrooms relying on teacher-directed questioning rather than structured student-to-student discussion
- Opportunities for students to engage in productive struggle and higher-order thinking vary widely across classrooms
- Use of multiple representations (graphs, models, visuals) is inconsistent, limiting student access to conceptual understanding

- Small-group instruction and re-teaching are present but not consistently aligned to real-time student data or prerequisite skill gaps
- In high-performing classrooms, students regularly engage in problem-solving, reasoning, and academic discourse using strategies such as vertical non-permanent surfaces and collaborative grouping. However, these practices are not yet consistently implemented across all classrooms.

Additionally, while CLTs plan for aligned instruction and assessments, walkthrough and assessment data indicate variability in implementation, resulting in uneven student access to rigorous Tier 1 instruction.

Algebra I performance (according to Qlik) demonstrated significant growth over the past three years, with SOL pass rates increasing from 61.4% (21–22) and 59.9% (22–23) to 78.2% (23–24) and 77.1% (24–25) and 72.2% (25–26). This growth reflects the impact of targeted strategies, including co-teaching structures, CLT collaboration, and a focus on differentiated Tier 1 instruction, particularly in supporting Students with Disabilities.

Additionally, subgroup data shows notable improvement for SWDs, whose pass rates increased steadily over time, 56.5% (21–22), 60.7% (22–23), 73.3% (23–24), 81.2% (24–25) to a decline in (25–26) to 61.8% indicating that prior to this year there was intentional co-teaching and scaffolded supports were effective in improving access to content. These gains are aligned with implementation efforts such as common planning, aligned assessments, and targeted remediation.

Despite this progress, sustaining and scaling these results will require continued emphasis on consistent implementation of co-teaching practices, differentiation, and alignment across all Algebra I classrooms, especially as student needs evolve.

Science:

There was an increase in Biology from SY23–24 (68.43%) to SY24–25 (71.29%), followed by a decrease in SY25–26 (64.6). Even with expedited retakes, performance may only return to prior levels rather than show sustained growth.

Subgroup data reveals persistent and widening gaps, particularly for English Learners and Students with Disabilities. In prior years, EL and SWD performance lagged significantly behind overall averages (e.g., EL: ~52.46%, SWD: ~63.54% in SY24–25). Current SY25–26 results 49.8% pass for ELs and 50.6%pass for SWDs) suggest these gaps have likely persisted or increased, particularly given the noted rise in EL population and ongoing literacy challenges.

Overall, Biology performance trends from SY23–26 show initial growth followed by a notable decline, with current outcomes reflecting inconsistent mastery and limited transfer of knowledge. Subgroup data highlights significant and persistent gaps for ELs and SWDs, suggesting that literacy demands and lack of consistent explicit language support are key contributors to underperformance across assessment types.

Observational walkthrough data indicates inconsistent implementation of literacy-rich Tier 1 instruction across Biology classrooms. While some teachers are intentionally integrating reading, comprehension, and vocabulary into instruction, this practice is not consistent across all classrooms. Evidence from instructional walkthroughs shows variability in the use of structured strategies such as student discourse, analytical reading, and writing about scientific concepts. In some classrooms, students engage in vocabulary development and comprehension tasks; however, other classrooms rely more heavily on lower-level tasks or lack structured support for reading and processing complex scientific text.

Additionally, there is limited evidence of consistent student discourse, writing, and reasoning aligned to Biology content, which impacts students’ ability to demonstrate understanding across formats (e.g., labs, constructed responses, and multiple-choice assessments).

While CLTs meet regularly to analyze data and plan instruction, there is not yet consistent alignment between CLT planning, daily instructional practices, and assessment outcomes, resulting in variability in student experiences and performance across classrooms.

Moving into the 26–27 school year and beyond, science staff would benefit from a menu of a few high-leverage vocabulary and literacy strategies that they could integrate into daily instructional practices that would benefit all learners (e.g., vocabulary in context, talk-read/talk-write, sentence stems, frames, discourse, additional 7 Steps strategies, etc.). The

effectiveness of these strategies could be analyzed via the CLT process and tracked through administrative walkthroughs, observations, etc.

Leadership Structure: Administrative meetings occur weekly, with additional instructional leadership and CI Team meetings scheduled around CIP planning and data review cycles.

Master Schedule: The master schedule is developed collaboratively to ensure protected instructional time and appropriate staffing, including prioritizing classes with ELs and SWDs for instructional support.

Service Delivery Model for SWD and EL: A range of service delivery models are implemented, including co-teaching, push-in support, and self-contained settings, to provide differentiated access to Biology content.

Collaborative Learning Teams (CLT): Biology teachers have common planning time, allowing CLTs to meet regularly to analyze data, align instruction, and plan for the written, taught, and assessed curriculum.

Observational Walkthroughs: Walkthroughs are conducted throughout the school year by administrators and instructional leaders, with data shared periodically to inform instructional practices and strengthen the instructional core.

Biology performance improved in the past few years, with SOL pass rates increasing from 50% (21–22) to 71% (24–25), reflecting the positive impact of CLT collaboration, co-teaching, and a focus on literacy and explicit language instruction (i.e. 7 Steps) and targeted remediation.

Course passing rates also increased, indicating stronger Tier 1 instruction and alignment between classroom assessments and SOL performance. However, current SY25–26 data (56.5%) shows a decline, suggesting that implementation of these strategies has not been consistent or sustained, particularly as student literacy needs and EL enrollment have increased.

Learning and Achievement for All Desired Future State

Reading:

In analyzing our data, SWD and ELL students are performing below the expected target on the Reading SOL. We will monitor our progress using the following:

- By June 2027, 80% or more of All students will pass the Reading SOL
- By June 2027, 55% or more of SWD will pass the Reading SOL.
- By June 2027, 52% or more of ELL students will pass the Reading SOL.
- By June of 2027, STAR testing data will show an increase of EL students from 32.1% proficient to 55% (a 1.6% increase from the gains made throughout the 2025-26 SY). SWD students will grow from 29.1% proficient to 40% (a 1.1% increase from the gains made throughout the 2025-26 SY).

The desired future state will consistently engage students will consistently engage students in Tier 1 literacy instruction across grades (reasoning, writing, and academic discourse) as evidenced by walkthrough data, student work artifacts, and common assessments.

Math:

By June 2027, 77% or more of all students will pass the Algebra I SOL.

Instructional Commitments:

- Students will consistently engage in reasoning, writing, and academic mathematical discourse, as evidenced through walkthrough data, student work artifacts, and common assessments
- Tasks will require problem-solving, justification of thinking, and the use of multiple representations
- Teachers will consistently implement high-cognitive-demand tasks, purposeful questioning, and structured discourse routines (e.g., think-pair-share, math talks)

Progress Monitoring:

- Common formative assessments
- SOL-aligned benchmark assessments
- Walkthrough data focused on rigor and student discourse
- Student work samples demonstrating reasoning and conceptual understanding

By June 2027, 67% or more of SWDs and 73% or more of ELs will pass the Algebra I SOL.

Instructional Commitments:

- Students will consistently engage in reasoning, writing, and academic math discourse with appropriate linguistic and instructional supports, as evidenced through walkthroughs and student artifacts
- Teachers will provide scaffolded access to rigorous grade-level tasks through strategies such as visual models, sentence frames, structured peer collaboration, and multiple representations
- Teachers will consistently implement co-planning and co-teaching practices, differentiation, and targeted small-group instruction aligned to identified student needs

Progress Monitoring:

- Disaggregated assessment data (SWDs, ELs)
- IEP goal progress and language proficiency data
- Evidence of scaffolds in lesson plans and walkthrough observations
- Student work demonstrating growth in explanation and justification

By June 2027, walkthrough data, CLT planning artifacts, and common assessment results will demonstrate consistent implementation of aligned Tier 1 instructional practices across all Algebra I classrooms.

Instructional Commitments:

- Teachers will consistently implement aligned Tier 1 instructional practices, including real-time identification of prerequisite skill gaps and embedded remediation within instruction
- Instruction will maintain cognitive demand while providing appropriate scaffolds for all students
- Students will consistently experience instruction that promotes reasoning, discourse, problem-solving, and conceptual understanding aligned to grade-level standards

Progress Monitoring:

- Walkthrough data aligned to instructional look-fors (rigor, discourse, remediation)
- CLT planning artifacts and meeting notes
- Common assessment results and item analysis

Science:

By June 2027, 70% or more of all students will pass the Biology SOL.

By June 2027, 55% or more of English Learners will pass the Biology SOL.

By June 2027, 56% or more of Students with Disabilities will pass the Biology SOL.

In addition, by June 2027:

- Students will consistently engage in reasoning, writing, and academic discourse during Biology instruction, as evidenced through walkthrough data, student work artifacts, and common assessments
- Students will regularly read, analyze, and respond to complex scientific texts and questions with scaffolded support
- Teachers will consistently implement structured academic language routines and literacy strategies aligned to Biology content in every unit
- Instruction across classrooms will reflect consistent expectations for integrating reading, writing, speaking, and listening into content learning
- Science staff would benefit from the implementation of clearly defined, high-leverage instructional practices that move beyond outcome-based measures such as pass rates and instead articulate consistent classroom experiences for students. Students will consistently engage in reasoning, writing, and academic discourse, as evidenced through walkthrough data, student work artifacts, and common assessments. To support this vision, teachers will consistently implement a targeted menu of vocabulary and literacy strategies embedded in daily instruction, including vocabulary in context, talk-read/talk-write structures, sentence stems and frames, structured discourse opportunities, and additional aligned “7 Steps” strategies.

These practices will ensure that all learners have equitable access to rigorous content through intentional language development and active engagement in scientific thinking. The effectiveness of these strategies will be monitored and refined through the CLT process, with ongoing analysis of student work, formative and common assessment data, and trends observed in administrative walkthroughs and formal observations. This approach establishes a clear connection between instructional expectations and student outcomes, while promoting consistency, accountability, and continuous improvement across science classrooms.

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1 (Prioritized): Increase consistent implementation of aligned Tier 1 literacy instruction across English classrooms, particularly in task alignment using grade-level texts, writing, academic discourse, and language development.

Root Cause: The root cause is the lack of a clearly defined and consistently implemented and monitored schoolwide system for aligned Tier 1 literacy instruction, grading and feedback practices, and rigor across English 9-11. This includes inconsistent expectations for instruction and limited monitoring through CLTs, walkthrough data, and common assessment analysis.

Strategic Priority 2 (Prioritized): Increase consistent implementation of Tier 1 mathematics instruction that integrates real-time identification and remediation of prerequisite skill gaps while maintaining cognitive demand through reasoning, discourse, and problem-solving.

Root Cause: The root cause of the problem is the absence of a clearly defined and consistently implemented and monitored system within CLTs and classrooms to identify and address prerequisite math skill gaps in real time, including aligned expectations for instruction, use of formative assessment data, and embedding remediation within Tier 1.

Strategic Priority 3 (Prioritized): Increase consistent implementation of literacy- and language-rich Tier 1 instruction within Biology classrooms, resulting in uneven student access to content across reading, writing, and discourse expectations.

Root Cause: The root cause is that there is not a clearly defined and consistently monitored system within the Biology CLT and classrooms to embed explicit academic language and literacy instruction into Tier 1 Biology instruction, including aligned expectations for lesson design, implementation, and use of common assessments.

Positive Climate and Culture

Positive Climate and Culture Current State

Chronic Absenteeism:

Grade Level Trends

The grade-level data highlights inconsistent performance patterns across cohorts:

- 9th Grade demonstrates a consistent upward trend (26.10% → 28.03% → 28.55%), suggesting that foundational supports, transition practices, or early high school interventions are becoming more effective.
- 10th Grade shows a significant and continuous decline (30.58% → 27.26% → 24.55%), identifying this cohort as a critical point of concern. This trend may indicate gaps in instructional continuity, student engagement, or support structures as students progress beyond their freshman year.
- 11th Grade reflects fluctuation with slight overall improvement (26.17% → 29.09% → 27.02%), suggesting inconsistent implementation of strategies or variable student performance across years.
- 12th Grade shows the trend appears to be inconsistent rather than steadily improving or declining (37.40% → 28.38% → 35.76%). There is a significant drop from the first year to the second year, followed by a rise again in the third year. Senior-level performance remains an area of concern due to the rebound in the third year, which may reflect challenges related to attendance motivation, postsecondary transition pressures, credit completion, or inconsistent intervention follow-through.

Subgroup Performance Trends (SWD and EL Focus)

Students with Disabilities (SWD)

- 32.83% → 31.45% → 28.65% This subgroup demonstrates a consistent downward trend across all three years.
- Indicates a potential gap in differentiated instruction and access to grade-level content
- Highlights a need for targeted interventions and stronger alignment between general education and special education supports

English Learners (EL)

- 32.34% → 30.25% → 32.44% EL performance shows relative stability with a rebound in SY25–26, nearly returning to the initial baseline.
- Suggests that language development supports and instructional strategies are generally effective
- The recovery in SY25–26 may reflect improvements in scaffolding, language access, or teacher capacity

However, the lack of sustained improvement indicates a need to move from stability to acceleration

Current School Structures:

- MTSS meeting to include SST
- Mentoring sessions during advisory to discuss attendance record
- ASP session to recover lost instruction
- FIT opportunity to recover missed days

- Intervention specialist meeting to offer support and incentives
- Student engagement in extracurricular activities (Students can not participate if school day is missed)
- Incentive committee
- Initial conferences with school counselor
- Weekly Attendance Action Team meeting
- Assessment re-take opportunities

While multiple attendance structures are in place, their implementation varies across teams and staff. For example, advisory-based mentoring, attendance monitoring, and follow-up interventions are not applied consistently in frequency or depth across all grade levels and classrooms. Similarly, student engagement practices and attendance follow-up actions differ depending on the teacher, counselor, or administrator, resulting in uneven monitoring and response to student absences.

Although systems such as MTSS, SST meetings, and Attendance Action Team meetings exist, evidence shows inconsistent documentation of interventions, variability in progress monitoring practices, and lack of uniform use of data to drive timely decision-making.

This inconsistency contributes to delayed interventions and uneven student experiences, limiting the overall effectiveness of attendance supports.

As part of targeted efforts to improve consistency, teams selected a cohort of chronically absent students each quarter to participate in structured mentoring sessions, which contributed to stabilizing the chronic absenteeism rate and preventing further increases. Additionally, the MUAR process was utilized to identify students requiring initial or interagency meetings. Administrators and staff documented attendance interventions and meeting outcomes within the MTSS framework, including the development and tracking of individualized student support plans.

Positive Climate and Culture Desired Future State

Chronic absenteeism rate is above the expected target. We will monitor our progress using a clearly defined, schoolwide attendance system is implemented consistently, with staff monitoring, intervening, and responding to attendance data in real time.

By June 2027, GFHS chronic absenteeism rate will decrease to 24% or lower (before FIT).

System Implementation and Monitoring

Attendance data is reviewed **weekly by Attendance Action Teams** and **monthly by leadership teams**, with consistent protocols for identifying at-risk students

Staff follow clearly defined expectations for attendance monitoring, outreach, and documentation within MTSS

Interventions are implemented using a tiered system (Tier 1–3) and are consistently documented and monitored

Staff Ownership and Accountability

Administrators, counselors, advisory teachers, and staff have clearly defined roles in monitoring and responding to attendance

Attendance expectations (monitoring, outreach, documentation) are implemented consistently across all teams

Attendance data is regularly reviewed in team meetings, ensuring accountability and alignment across staff

Impact on Students

Students receive timely interventions before becoming chronically absent

Families are contacted consistently and proactively

Attendance improves over time as a result of targeted interventions

Attendance data is aligned to academic outcomes, including course performance and credit accrual

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1 (Prioritized): To establish and sustain a consistently implemented, MTSS-aligned attendance system that embeds routine data monitoring, clear accountability structures, and timely, tiered interventions across all teams.

Root Cause: The root cause of the problem is the lack of a consistent, school-wide, data-driven system that establishes clear expectations, defined staff roles, and structured monitoring cycles for attendance. This results in inconsistent implementation, limited accountability, and lack of timely, coordinated interventions for chronically absent students.

Family and Community Engagement

Family and Community Engagement Current State

Over the past two years, all family engagement indicators have improved, with the strongest gains in communication and involvement. However, despite this progress, Gar-Field continues to score below the division average across all domains, suggesting that while communication has increased, it has not yet fully translated into deeper family engagement or improved perceptions at the same level as the division. This gap is also reflected in staff perception data, as the teacher Upbeat survey indicates a score of 75 for parent-teacher communication, which is 8 points below the division average. Together, these data points suggest that while efforts to increase communication have been successful, there are still inconsistencies in the quality, depth, and reach of communication between school staff and families.

Several existing school structures have contributed to positive gains in family engagement. The school benefits from two established parent liaisons who have built long-standing, trusted relationships with families, which supports consistent outreach and responsiveness. Additionally, the school has a strong base of bilingual staff, including administrative and office personnel, with the capacity to communicate in both Spanish and Farsi, allowing for broader and more effective communication with families.

GF has also made a deliberate shift toward increasing two-way communication with families. In addition to traditional email communication, staff have expanded the use of phone calls and text messaging to foster more direct engagement. While this remains an area for continued growth, particularly in building teacher confidence with proactive outreach, it has begun to strengthen connections with families.

Another key structure supporting success is the use of school-based survey data to inform programming. The school has consistently gathered and analyzed feedback from families to better understand their needs and preferences. This has led to more targeted and relevant engagement opportunities, including Family Fridays and evening events aligned to family interests. In particular, there has been a strong emphasis on post-secondary planning, with the college and career counselor expanding access to related programming based on family input.

While communication with families has increased over time, it varies significantly across staff in both frequency and method. Communication primarily occurs through email, SchoolStatus messaging, phone calls, and occasional text outreach. However, there is no consistent expectation for how often teachers initiate contact or which methods should be used to ensure accessibility. As a result, some families receive frequent, two-way communication, while others experience limited or primarily one-way communication. This variability contributes to inconsistent family experiences and may explain why increased communication has not consistently translated into stronger family engagement outcomes.

Over the past two to three years, the school has seen measurable growth in family engagement as a result of intentional strategies. The number of family engagement opportunities has increased to at least one event per month, with some months offering multiple events, including twice-monthly Family Friday programs that incorporate both school-based and community partners. Programming has become more targeted, particularly in the area of college and career readiness, with expanded offerings led by the college and career counselor. In addition, the use of two-way communication has increased, as reflected in higher numbers of text messages and phone calls to families through SchoolStatus. Overall, implementation data indicates the school has met or exceeded its goals for increasing both the frequency of family engagement opportunities and direct communication with families.

Family and Community Engagement Desired Future State

Families experience consistent, two-way, relationship-centered communication that provides timely, actionable information and meaningful opportunities to engage in their student's learning.

The Gallup Family Engagement Index is currently 4.0. The target by 2030 is at least 4.4.

By June 2027, the goal is to increase the Family Engagement Index to at least 4.15.

In addition, by June 2027:

100% of teachers will meet established expectations for proactive family communication

SchoolStatus data will indicate consistent two-way communication across all student groups

Gaps in engagement for EL and SWD families will decrease, as measured by survey and participation data

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1 (Prioritized): Establish and implement a consistent, high-quality, and accessible schoolwide system for two-way communication that ensures all families experience meaningful engagement and strong partnerships with the school.

Root Cause: The root cause of the problem is... there is not a clearly defined, consistently implemented, and monitored schoolwide system for high-quality two-way communication with families.

Strategic Priorities

Strategic Priority 1: Increase consistent implementation of aligned Tier 1 literacy instruction across English classrooms, particularly in task alignment using grade-level texts, writing, academic discourse, and language development.

Root Cause 1: The root cause is the lack of a clearly defined and consistently implemented and monitored schoolwide system for aligned Tier 1 literacy instruction, grading and feedback practices, and rigor across English 9-11. This includes inconsistent expectations for instruction and limited monitoring through CLTs, walkthrough data, and common assessment analysis.

Strategic Priority 1 Areas: Learning and Achievement for All

Strategic Priority 2: Increase consistent implementation of Tier 1 mathematics instruction that integrates real-time identification and remediation of prerequisite skill gaps while maintaining cognitive demand through reasoning, discourse, and problem-solving.

Root Cause 2: The root cause of the problem is the absence of a clearly defined and consistently implemented and monitored system within CLTs and classrooms to identify and address prerequisite math skill gaps in real time, including aligned expectations for instruction, use of formative assessment data, and embedding remediation within Tier 1.

Strategic Priority 2 Areas: Learning and Achievement for All

Strategic Priority 3: Increase consistent implementation of literacy- and language-rich Tier 1 instruction within Biology classrooms, resulting in uneven student access to content across reading, writing, and discourse expectations.

Root Cause 3: The root cause is that there is not a clearly defined and consistently monitored system within the Biology CLT and classrooms to embed explicit academic language and literacy instruction into Tier 1 Biology instruction, including aligned expectations for lesson design, implementation, and use of common assessments.

Strategic Priority 3 Areas: Learning and Achievement for All

Strategic Priority 4: To establish and sustain a consistently implemented, MTSS-aligned attendance system that embeds routine data monitoring, clear accountability structures, and timely, tiered interventions across all teams.

Root Cause 4: The root cause of the problem is the lack of a consistent, school-wide, data-driven system that establishes clear expectations, defined staff roles, and structured monitoring cycles for attendance. This results in inconsistent implementation, limited accountability, and lack of timely, coordinated interventions for chronically absent students.

Strategic Priority 4 Areas: Positive Climate and Culture

Strategic Priority 5: Establish and implement a consistent, high-quality, and accessible schoolwide system for two-way communication that ensures all families experience meaningful engagement and strong partnerships with the school.

Root Cause 5: The root cause of the problem is... there is not a clearly defined, consistently implemented, and monitored schoolwide system for high-quality two-way communication with families.

Strategic Priority 5 Areas: Family and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- State and federal planning requirements

Accountability Data

- State assessment performance report

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- English Language Proficiency Assessment System results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT, ACT, PSAT or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

- Tobacco, alcohol, and other drug-use data
- School safety data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- School leadership data
- Professional development needs assessment data
- Teacher retention
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

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

Support Systems and Other Data

- Master schedule
- Course offerings
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Commitments

Commitment 1: Learning and Achievement for All

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we implement consistent Tier 1 literacy practices that ensure instruction is purposeful and text-based, meaning students must refer to the text to construct meaning and support responses with evidence in writing and/or discussion,	Teachers will plan and deliver instruction where students consistently read, write, and discuss grade-level texts to engage in high-quality questions and tasks that require students to use details from the text to demonstrate understanding and/or support their ideas about the text using academic language.	increased Reading SOL pass rates for all students from 74.1% to 80%, from 49% to 55% for Students with Disabilities, and from 46% to 52% for English Learners, and at least 56% of EL students demonstrating "English learner Progress" on the WIDA Access assessment.

Strategic Priorities: Learning and Achievement for All 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, the Reading SOL pass rate will increase for all students from 74.1% to 80%, from 49% to 55% for Students with Disabilities, and from 46% to 52% for English Learners, and at least 56% of EL students demonstrating "English learner Progress" on the WIDA Access assessment.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: By June 2027, the rate of students performing at the proficient level on the EOY STAR assessment will increase from 55.6% to 66% for all students, from 36.9% to 47% for EL students and from 29.5% to 40% for Students with disabilities. BOY: Teachers will administer the BOY STAR assessment with fidelity to at least 95% of students to establish baseline data. MOY: Proficiency rate of 55% for ALL students, 37% for EL students, 30% for students with disabilities	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: By June 2027, 90% of ELA classroom observations will indicate implementation of rigorous, standards-aligned, text-based instruction using grade-level texts that integrates text-dependent questioning with students doing the majority of the cognitive work as measured by PWCS ELA walkthrough tool indicators (high-quality questions and tasks, student use of textual evidence, and student ownership of learning). Data will be collected using a trend tracker. BOY: 60% MOY: 75%	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Professional Learning: Design and implement a structured professional learning plan focused on building teacher capacity in Tier 1 literacy practices, including designing high-quality, text-dependent questions and tasks aligned to grade-level standards and text complexity, and using those tasks to drive evidence-based writing, structured academic discourse, and academic language development. Include structured language supports such as sentence frames, modeling, and guided practice to ensure English Learners can access and engage in grade-level tasks without reducing rigor

Target Start Date: August 17, 2026

Target End Date: June 17, 2027

Deliverables/Evidence: Professional learning agendas and attendance records

Instructional resources (sentence frames, writing exemplars, annotation models)

CLT notes reflecting application of strategies

Sample lesson plans aligned to Tier 1 literacy practices

Staff Responsible for Monitoring: Assistant Principal
Instructional and Literacy Coaches
CLT Leads

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3 PWCS will support the development and growth of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.

Progress Monitoring Frequency and Tools: BOY: Initial training during pre-service week

Ongoing: Monthly professional learning and embedded coaching through CLTs and walkthrough feedback cycles

Title I:
2

Incomplete

Progress Notes: None

Funding Sources: Title I Literacy Teacher - Title I - \$120,000

Significant Action 2: Planning: Establish and implement a clearly defined, schoolwide system for planning aligned Tier 1 literacy instruction that includes:

Use of grade-level complex texts and text-based instruction

Daily high-quality, text-dependent questions and tasks aligned to grade-level standards that require students to analyze text and produce evidence-based writing and discussion

Embedded structured academic discourse opportunities

Explicit planning for academic vocabulary and language development

Alignment of instruction and common assessments to Reading SOL expectations

Deliverables/Evidence: CLT agendas and planning documents

Walkthrough data reflecting Tier 1 literacy practices

Common formative assessments aligned to text analysis and writing

Vertical alignment artifacts (grades 9-11)

Staff Responsible for Monitoring: Assistant Principal

Instructional and Literacy Coaches

CLT Leads

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Objective 1.3 PWCS will support the development and growth of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.

Progress Monitoring Frequency and Tools: BOY: Establish expectations and planning structures

Weekly: Implementation through CLT planning meetings

Ongoing: Adjust planning based on student data and walkthrough trends

Title I:

2

Incomplete

Progress Notes: None

Significant Action 3: Monitoring: Develop and implement a structured monitoring system to ensure consistent implementation of Tier 1 literacy practices, including:

Weekly walkthroughs using the PWCS Walkthrough tool collected using the Gar-Field Trend Tracker focused on:

High-quality, text-dependent questions and tasks aligned to grade-level standards

Students returning to the text to support thinking and responses

Student use of textual evidence in discussion and writing

Student ownership (students doing the majority of reading, writing, thinking, and speaking)

Structured academic discourse using academic language

Integration of reading, writing, and language within tasks

Deliverables/Evidence: Walkthrough data reports (BOY/MOY/EOY trends) in Trend Tracker

Student work samples (writing, annotation, responses)

CLT data analysis notes and action steps

Monitoring logs and feedback documentation

Evidence of targeted coaching and support

Staff Responsible for Monitoring: Principal

Assistant Principal

Instructional Coach

CLT Leads

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Objective 1.3 PWCS will support the development and growth of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.

Progress Monitoring Frequency and Tools: Weekly: Walkthrough data collection

Bi-Weekly: Observational data trends shared within CLT

Monthly: Data review cycles and instructional adjustments

Quarterly: Leadership review of trends and next steps

Title I:

2

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
Consistently engage students in HQIM aligned grade-level tasks that are aligned to the content and the cognitive level/rigor of the standard and use Building Thinking Classrooms (BTC) structures to help students effectively communicate their understanding of mathematical concepts,	teachers will maintain rigorous Tier 1 instruction while providing timely support, and students will regularly explain their thinking, justify solutions, and engage in the cognitive work required to develop conceptual understanding of Algebra I content.	an increase in pass rates on the Algebra I SOL from 72% to 77% for all students, from 61.8% to 67% for SWDs, and from 67.8% to 73% for English Learners.

Strategic Priorities: Learning and Achievement for All 2

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, the pass rates on the Algebra I SOL will increase from 72% to 77% for all students, from 61.8% to 67% for SWDs, and from 67.8% to 73% for English Learners.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: By June 2027, the proportion of students meeting or exceeding the benchmark on the EOY Momentum Math assessment will increase from 29.5% (in 2025-26) to 40%% for all students, EL students, and Students with disabilities. BOY: Teachers will administer the BOY Momentum assessment with fidelity to at least 95% of students to establish baseline data. MOY: 30% meeting or exceeding the benchmark for ALL students, EL students, and students with disabilities	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: By June 2027, 90% of Algebra I classroom observations will indicate implementation of rigorous Tier 1 mathematics instruction in which students are engaged in aligned grade-level problems and tasks that make student thinking visible, surface misconceptions, and require students to justify/explain their mathematical reasoning, as measured by the PWCS Math Walkthrough Tool. Data will be collected using a trend tracker. BOY: 60% MOY: 75%	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Professional Learning:

Provide monthly CLT-embedded PD led by the math coach focused on:

BTC strategies (vertical surfaces, grouping, task design)
7-Step instructional framework
Embedding real-time remediation into Tier 1 instruction

Model lessons and co-teaching opportunities for new Algebra I teachers

Teachers engage in individual coaching cycles with the math coach and instructional coach

Deliverables/Evidence: Professional learning agendas and attendance records

Instructional resources (unit guides, lesson plans, incorporation of HQIM exemplars)

CLT notes reflecting application of strategies

Sample lesson plans aligned to Tier 1 math best practice

Staff Responsible for Monitoring: Math Coach

Instructional Coach

Assistant Principal

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.
Objective 1.3 PWCS will support the development and growth of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.

Progress Monitoring Frequency and Tools: BOY: Initial training during pre-service week

Ongoing: Quarterly professional learning + embedded coaching through CLTs and check-ins

Title I:

2

Incomplete

Progress Notes: None

Significant Action 2: Intentional planning within CLTs will ensure teachers identify prerequisite skills, analyze common formative and Momentum Math assessment data, and plan embedded supports within grade-level, HQIM-aligned tasks while maintaining cognitive demand.

Teachers will administer Momentum Math assessments within designated testing windows with a 95% completion rate and use structured data dialogues to identify student misconceptions, determine prerequisite skill gaps, and implement targeted instructional responses and flexible grouping.

Deliverables/Evidence: CLT Protocol

Momentum reports

Remediation Grouping by unit/quarter

Data dialogue artifacts

Staff Responsible for Monitoring: Math Coach

Instructional Coach

Math Assistant Principal

CLT members

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Objective 1.3 PWCS will support the development and growth of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.

Progress Monitoring Frequency and Tools: BOY: Initial expectations during first CLT meeting when norms are created

Ongoing: Quarterly professional learning + embedded coaching through CLTs and check-ins

Title I:

2

Incomplete

Progress Notes: None

Significant Action 3: Monitoring for implementation will occur through weekly walkthroughs using the PWCS Math Walkthrough Tool to assess student engagement in grade-level mathematical tasks, evidence of reasoning and cognitive demand, embedded remediation, and effective use of BTC structures. CLT artifacts, including lesson plans, common assessments, and data analysis notes, will be reviewed regularly, with progress monitored through walkthrough trends, assessment results, and student work samples to ensure instructional adjustments are impacting

student learning.

Deliverables/Evidence: Walkthrough data reports (BOY/MOY/EOY trends) in Trend Tracker

CLT data analysis notes and action steps

Monitoring logs and feedback documentation

Evidence of targeted coaching and support

Staff Responsible for Monitoring: Math Coach

Instructional Coach

Math Assistant Principal

Principal

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Progress Monitoring Frequency and Tools: Bi-Weekly: Observational data trends shared within CLT

Title I:

2

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
implement a clearly defined and consistently monitored Tier 1 Biology instructional model that uses Vocabulary in Context as the anchor strategy for building students' understanding of scientific terminology, concepts, and texts,	teachers will intentionally embed academic vocabulary into Biology instruction and provide regular opportunities for students to explain and justify scientific thinking using evidence, and students will consistently use scientific vocabulary and academic language to explain, justify, and communicate their understanding of biological concepts through discussion and writing.	an increase in pass rates on the Biology SOL from 64.6% to 70% for all students, from 50.6% to 56% for SWDs, and from 49.8% to 55% for English Learners.

Strategic Priorities: Learning and Achievement for All 3

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, the pass rates on the Biology SOL will increase from 64.6% to 70% for all students, from 50.6% to 56% for SWDs, and from 49.8% to 55% for English Learners.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: By June 2027, student performance on Biology CUA assessments will demonstrate consistent improvement across assessment cycles (i.e., assessments broken down by respective units), with the proportion of students performing at the mastery of proficiency level at 55% or higher. BOY: 35% MOY: 45%	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Impact Goal: By June 2027, 90% of Biology classroom observations will indicate implementation of literacy- and language-rich Tier 1 science instruction in which students use scientific language to read, write, discuss, explain, justify, and represent Biology concepts, with Vocabulary in Context embedded into grade-level content tasks, as measured by the PWCS Science Walkthrough Tool with data captured in a trend tracker. BOY: 60% MOY: 75%	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Professional Learning

Design and implement a structured professional learning plan focused on embedding Vocabulary in Context as the anchor strategy for literacy- and language-rich Tier 1 Biology instruction. Professional learning will build teacher capacity to support students in reading, writing, speaking, and reasoning using scientific language through the use of supporting routines such as Talk-Read-Talk-Write, sentence stems and frames, structured discourse, and aligned 7 Steps practices.

Deliverables/Evidence: Professional learning agendas and attendance records

Training materials aligned to Vocabulary in Context and literacy routines

Model lesson plans and exemplar resources

Coaching notes and feedback documentation

Shared folder of high-leverage literacy strategies and supports

Staff Responsible for Monitoring: Principal

Assistant Principal

Science Department Chair

Biology CLT Lead

Instructional Coach

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Objective 1.3 PWCS will support the development and growth of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.

Progress Monitoring Frequency and Tools: BOY: Initial professional learning during pre-service week focused on expectations for embedding academic language, vocabulary, reading, writing, and discourse into Biology instruction

Ongoing: Monthly CLT-embedded professional learning, quarterly PD sessions, and ongoing coaching cycles

Title I:

2

Incomplete

Progress Notes: None

Significant Action 2: Planning (CLT System)

Establish a consistent Biology CLT planning system that requires teachers to co-plan instruction that embeds Vocabulary in Context within grade-level Biology tasks. CLTs will align lesson design to the academic language demands of each unit and ensure that students regularly read, write, discuss, and explain scientific concepts using appropriate vocabulary.

Supporting routines will include Talk-Read-Talk-Write, sentence stems and frames, structured discourse, and explicit vocabulary supports embedded within instruction rather than taught in isolation.

Deliverables/Evidence: CLT agendas and planning documents

Lesson plans aligned to academic language expectations

Common formative assessments aligned to literacy and content demands

Student work samples demonstrating reading, writing, and discourse

Evidence of embedded vocabulary and language supports in instruction

Staff Responsible for Monitoring: Assistant Principal

Science Department Chair

Biology CLT Lead

Instructional Coach

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Objective 1.3 PWCS will support the development and growth of all staff members through relevant, personalized, and research-based professional learning to improve student achievement.

Progress Monitoring Frequency and Tools: BOY: Establish clear expectations, planning protocols, and non-negotiables during initial CLT meetings

Weekly: CLTs engage in planning cycles aligned to upcoming units and lessons

Ongoing: Adjust planning based on walkthrough trends, student work, and common assessment data

Title I:

2

Incomplete

Progress Notes: None

Significant Action 3: Monitoring for Implementation

Develop and implement a structured monitoring system to ensure consistent implementation of literacy- and language-rich Tier 1 instruction aligned to Vocabulary in Context. Monitoring will be conducted through the PWCS Science Walkthrough Tool, CLT artifact review, and analysis of student work and assessment data.

Walkthroughs will focus on student engagement in scientific reasoning, discourse, reading, and writing, and the use of scientific language to explain and justify understanding.

Deliverables/Evidence: Walkthrough data reports tracking implementation trends

Evidence of:

Students using scientific language in explanations and discussions
Students explaining, justifying, and representing scientific ideas
Students engaging in reading, writing, and discourse aligned to Biology content
Student work samples (written responses, CER, annotations, lab reflections)
CLT data analysis notes and action steps
Evidence of instructional adjustments based on formative data

Staff Responsible for Monitoring: Assistant Principal
Science Department Chair
Biology CLT Lead
Instructional Coach

Alignment to Strategic Plan Objective(s): Objective 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

Progress Monitoring Frequency and Tools: Weekly: Walkthrough data collection using the PWCS Science Walkthrough Tool

Bi-Weekly: Observational data trends shared within CLT

Monthly: Data review cycles within CLTs and leadership teams

Quarterly: Leadership team review of trends, implementation, and next steps

Title I:

2

Incomplete

Progress Notes: None

Commitment 1 Strategic Priorities:

Learning and Achievement for All

Strategic Priority 1: Increase consistent implementation of aligned Tier 1 literacy instruction across English classrooms, particularly in task alignment using grade-level texts, writing, academic discourse, and language development. **Root Cause:** The root cause is the lack of a clearly defined and consistently implemented and monitored schoolwide system for aligned Tier 1 literacy instruction, grading and feedback practices, and rigor across English 9-11. This includes inconsistent expectations for instruction and limited monitoring through CLTs, walkthrough data, and common assessment analysis.

Strategic Priority 2: Increase consistent implementation of Tier 1 mathematics instruction that integrates real-time identification and remediation of prerequisite skill gaps while maintaining cognitive demand through reasoning, discourse, and problem-solving. **Root Cause:** The root cause of the problem is the absence of a clearly defined and consistently implemented and monitored system within CLTs and classrooms to identify and address prerequisite math skill gaps in real time, including aligned expectations for instruction, use of formative assessment data, and embedding remediation within Tier 1.

Strategic Priority 3: Increase consistent implementation of literacy- and language-rich Tier 1 instruction within Biology classrooms, resulting in uneven student access to content across reading, writing, and discourse expectations. **Root Cause:** The root cause is that there is not a clearly defined and consistently monitored system within the Biology CLT and classrooms to embed explicit academic language and literacy instruction into Tier 1 Biology instruction, including aligned expectations for lesson design, implementation, and use of common assessments.

Commitment 2: Positive Climate and Culture

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
implement a clearly defined, consistently monitored, MTSS-aligned attendance system that embeds regular data monitoring, proactive outreach, and timely tiered interventions within staff roles and routines,	eachers will... consistently monitor attendance data, implement tiered interventions with fidelity, engage in proactive outreach, and embed attendance accountability within their roles, which will allow students to... receive timely, targeted supports, increase engagement and sense of belonging, access recovery opportunities (e.g., FIT), and improve attendance behaviors,	a decrease the chronic absenteeism rate from 28.7% to 24% or lower (before FIT)

Strategic Priorities: Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, GFHS will decrease the chronic absenteeism rate from 28.7% to 24% or lower (before FIT) BOY: 26% MOY: 25%	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: By June 2027, 100% of grade-level teams and Attendance Action Teams will implement a structured protocol for ongoing attendance monitoring (weekly data review and bi-weekly intervention cycles), intervention assignment, and documentation within MTSS. BOY: 70% MOY: 85%	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Professional Learning:

Action: Provide training on MTSS-aligned attendance protocols, including Tier 1-3 interventions and train staff on using attendance dashboards and documentation systems (MTSS) with clear expectations for staff roles, responsibilities, and accountability for attendance monitoring, intervention, and documentation

Deliverables/Evidence: Training agendas and materials

Staff sign-in sheets

Evidence of Tier 1-3 interventions documented in MTSS

Staff Responsible for Monitoring: Assistant Principals

MTSS Coach

Director of Counseling

School Counselors

Alignment to Strategic Plan Objective(s): Objective 2.1 PWCS will provide a learning environment where students are enthusiastic for school (Engagement), feel accepted, have positive relationships (Belonging), and feel empowered to achieve their full potential (Hope).

Progress Monitoring Frequency and Tools: August-September (BOY rollout) with refreshers mid-year

Title I:

4

Incomplete

Progress Notes: None

Significant Action 2: Planning:

Action: Establish and implement a standardized Attendance Action Team system that defines clear protocols, roles, and routines for identifying at-risk students, assigning interventions, and monitoring progress

Develop and implement a standardized bi-weekly Attendance Action Team protocol

Define clear roles and responsibilities for administrators, counselors, and teachers

Embed attendance monitoring and intervention planning into CLTs and team meetings

Align to division-recommended strategies including targeted family communication, attendance success groups, incentives, and weekly attendance reviews

Align FIT recovery opportunities with targeted attendance interventions

Deliverables/Evidence: Documented protocol and agenda template

Meeting minutes and action logs

Student intervention assignment records

Staff Responsible for Monitoring: Attendance Team Lead
Assistant Principals
MTSS Coach
Director of Counseling

Alignment to Strategic Plan Objective(s): Objective 2.1 PWCS will provide a learning environment where students are enthusiastic for school (Engagement), feel accepted, have positive relationships (Belonging), and feel empowered to achieve their full potential (Hope).

Progress Monitoring Frequency and Tools: Developed by August; implemented weekly beginning September

Title I:
4

Incomplete

Progress Notes: None

Significant Action 3: Monitoring for implementation:

Conduct bi-weekly attendance data reviews in Attendance Action Team meetings
Conduct monthly monitoring at leadership and grade-level team meetings
Review MTSS documentation for fidelity of interventions and follow-through
Use attendance dashboards to track progress and identify gaps in implementation
Conduct administrative walkthroughs of team processes to ensure consistency

Deliverables/Evidence: Leadership meeting agendas

Grade-level data review documentation

Progress updates toward absenteeism targets

Staff Responsible for Monitoring: Principal
Attendance Team Lead
Assistant Principals

Alignment to Strategic Plan Objective(s): Objective 2.1 PWCS will provide a learning environment where students are enthusiastic for school (Engagement), feel accepted, have positive relationships (Belonging), and feel empowered to achieve their full potential (Hope).

Title I:
4

Incomplete

Progress Notes: None

Impact/Implementation Goal 3 Details	Reviews			
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: By June 2027...90% of identified at-risk students will receive and have documented tiered attendance interventions (Tier 1-3) BOY: 70% MOY: 80%	Formative			Summative
	BOY	MOY	EOY	

Commitment 2: Positive Climate and Culture

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
implement a clearly defined, consistently monitored, MTSS-aligned system that uses real-time data (attendance, course performance, and credit accumulation) to identify at-risk students early and provide targeted, tiered interventions,	consistently identify and monitor at-risk students, assign and implement timely academic, attendance, and social-emotional supports, and track progress through individualized student success plans,	increased student engagement, improved course completion and credit accumulation, and a reduction in dropout rates for all students, including ELs and SWDs, resulting in a student dropout rate of 5% or less for all students, and 15% or less for ELLs and SWDs for cohort 2027.

Strategic Priorities: Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, GFHS will improve the student dropout rate from 6.5% to 5% or less for all students, and to 15% or less for ELLs and SWDs for cohort 2027. BOY: 4% or less MOY: 4.5% or less	Formative			Summative
	BOY	MOY	EOY	
Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: By June 2027, Staff will implement a real-time dropout risk tracker to monitor attendance, course performance, and credit accumulation and will develop and monitor personalized student success plans for 100% of Cohort 2027 students identified as at risk of dropping out. BOY: 80% MOY: 90%	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Professional Learning

Provide training for staff on implementation of the MTSS-aligned dropout prevention system, including use of the real-time dropout risk tracker, identification of at-risk students, and development and monitoring of student success plans.

Deliverables/Evidence: Training materials and agendas

Staff sign-in sheets

Documentation of staff use of tracker and system protocols

Staff Responsible for Monitoring: Assistant Principals

School Counseling Director

Graduation Coach

Alignment to Strategic Plan Objective(s): Objective 1.2 PWCS will provide equitable access for all students to engage in authentic, real-world experiences, and learner-centered support to align interests with potential postsecondary goals.

Objective 2.1 PWCS will provide a learning environment where students are enthusiastic for school (Engagement), feel accepted, have positive relationships (Belonging), and feel empowered to achieve their full potential (Hope).

Progress Monitoring Frequency and Tools: BOY: Initial training on tracker, protocols, and expectations

Ongoing: Refreshers and support embedded in data meetings and leadership cycles

Title I:

4

Incomplete

Progress Notes: None

Significant Action 2: Establish and implement a structured, school-wide dropout prevention system that includes:

Real-time dropout risk tracker

Defined roles and responsibilities

Biweekly data team protocols

Development of personalized student success plans for identified at-risk students

Flexible Credit recovery/accrual options

Family Outreach & Engagement

Deliverables/Evidence: Functioning real-time dropout risk tracker

Data meeting agendas and notes

Lists of identified at-risk students

Documented student success plans

Staff case management assignments

Credit recovery/accrual enrollment

Staff Responsible for Monitoring: Assistant Principals

School Counseling Team

Graduation Coach

School Parent Liaison

Alignment to Strategic Plan Objective(s): Objective 1.2 PWCS will provide equitable access for all students to engage in authentic, real-world experiences, and learner-centered support to align interests with potential postsecondary goals.

Objective 2.1 PWCS will provide a learning environment where students are enthusiastic for school (Engagement), feel accepted, have positive relationships (Belonging), and feel empowered to achieve their full potential (Hope).

Progress Monitoring Frequency and Tools: BOY: Develop and launch tracker and protocols

Biweekly: Conduct data meetings and assign interventions

Ongoing: Refine system based on data and implementation

Title I:

3, 4

Incomplete

Progress Notes: None

Funding Sources: School Parent Liaison - Title I - \$70,000

Significant Action 3: Monitoring for Implementation

Implement ongoing monitoring to ensure fidelity of the dropout prevention system, including:

Weekly updates to student data

Biweekly review of student success plans

Monthly evaluation of intervention effectiveness

Monitoring of implementation consistency across teams

Deliverables/Evidence: Updated student success plans

Intervention logs and progress monitoring data

Evidence of student participation in interventions

Data reports on attendance, grades, and credits

Documentation of adjustments based on data

Staff Responsible for Monitoring: Principal
Assistant Principals
School Counseling Team
Graduation Coach

Alignment to Strategic Plan Objective(s): Objective 1.2 PWCS will provide equitable access for all students to engage in authentic, real-world experiences, and learner-centered support to align interests with potential postsecondary goals.

Objective 2.1 PWCS will provide a learning environment where students are enthusiastic for school (Engagement), feel accepted, have positive relationships (Belonging), and feel empowered to achieve their full potential (Hope).

Progress Monitoring Frequency and Tools: Weekly: Data updates

Biweekly: Student plan review

Monthly: System effectiveness review

Title I:

4

Incomplete

Progress Notes: None

Commitment 2: Positive Climate and Culture

Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
establish a consistent Multi-Tiered System of Supports (MTSS) process in which counselors, administrators, teachers, and the CCHS team regularly identify ninth-grade students who are failing three or more classes and/or have received three or more discipline referrals, and if those teams collaboratively analyze student data and implement targeted academic, behavioral, attendance, and social-emotional interventions based on individual student needs,	students will receive timely and coordinated support that remove barriers to success, improve academic performance, increase positive school behaviors, and strengthen their connection to school,	at least 90% of the identified focus 9th graders being on track by obtaining at least 5 of 7 credits by June 2027.

Strategic Priorities: Positive Climate and Culture 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 90% of the identified underperforming 9th graders being on track by obtaining at least 5 of 7 credits by June 2027.	Formative			Summative
	BOY	MOY	EOY	
Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: By June 2027, counselors, administrators, and the CHSS team will ensure that 90% of ninth-grade students identified through the early warning process for failing two or more courses and/or accumulating three or more discipline referrals have a documented SSP or intervention plan, evidence of targeted supports, and progress-monitoring records demonstrating implementation of the MTSS process. (BOY: 70%, MOY: 85%, EOY: 90%)	Formative			Summative
	BOY	MOY	EOY	

Commitment 2 Strategic Priorities:

Positive Climate and Culture

Strategic Priority 1: To establish and sustain a consistently implemented, MTSS-aligned attendance system that embeds routine data monitoring, clear accountability structures, and timely, tiered interventions across all teams. **Root Cause:** The root cause of the problem is the lack of a consistent, school-wide, data-driven system that establishes clear expectations, defined staff roles, and structured monitoring cycles for attendance. This results in inconsistent implementation, limited accountability, and lack of timely, coordinated interventions for chronically absent students.

Commitment 3: Family and Community Engagement

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
establish and implement a clearly defined, consistently applied, and monitored schoolwide system for high-quality two-way communication with clear expectations for staff outreach, use of multiple communication methods, and consistent documentation and review of communication data,	teachers, counselors, and administrators will consistently engage in proactive, meaningful, and relationship-centered communication with families, resulting in increased use of two-way communication practices, improved consistency across staff, and stronger staff capacity and confidence in engaging families,	improved family perceptions of communication and engagement, increased participation from families, reduced engagement gaps for EL and SWD families, and an increase in the Gallup Family Engagement Index from 4.0 to 4.15 or higher by June 2027.

Strategic Priorities: Family and Community Engagement 1

Impact/Implementation Goal 1 Details	Reviews			
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2027, the Gallup Family Engagement Index will increase from 4.0 to at least 4.15, reflecting improved family perceptions of communication, consistency, and engagement.	Formative			Summative
	BOY	MOY	EOY	

Impact/Implementation Goal 2 Details	Reviews			
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: By June 2027, 90% of teachers, counselors, and administrators will consistently implement high-quality two-way communication practices, including proactive outreach, use of multiple communication methods, and documentation of communication in SchoolStatus, as measured by quarterly SchoolStatus data reports, CLT reviews, and administrative monitoring. BOY: 60% MOY: 75%	Formative			Summative
	BOY	MOY	EOY	

Significant Action 1: Professional Learning

Design and implement a structured professional learning plan focused on building staff capacity for high-quality, two-way family

communication, including proactive outreach, relationship-centered communication, and communication strategies in a high EL and Title I context.

Deliverables/Evidence: Professional learning agendas and attendance records

Communication scripts and resource toolkit

CLT notes reflecting discussion of communication practices

Evidence of modeled communication strategies (e.g., sample outreach, role-play, exemplars)

Staff Responsible for Monitoring: Principal

Assistant Principals

Instructional Coach

Parent Liaisons

Alignment to Strategic Plan Objective(s): Objective 3.1 PWCS will engage families as authentic partners in education to support their students' academic progress.

Progress Monitoring Frequency and Tools: BOY: Initial training during pre-service week

Ongoing: Quarterly professional learning + embedded coaching through CLTs and check-ins

Title I:

2

Incomplete

Progress Notes: None

Significant Action 2: Planning

Establish and implement a clearly defined, schoolwide system for two-way family communication that includes:

Explicit expectations for who communicates, how often, and how communication occurs

Required proactive outreach (students below a C + positive communication each semester)

Use of multiple communication methods (phone, text, SchoolStatus, email)

Integration of communication expectations into CLT planning and teacher routines

Deliverables/Evidence: Written communication expectations document (staff-facing)

CLT agendas and planning documents referencing communication expectations

SchoolStatus usage expectations and guidelines

Evidence of communication embedded into instructional and support planning

Staff Responsible for Monitoring: Principal
Assistant Principals
Department Chairs
CLT Leads
School Counseling Team

Alignment to Strategic Plan Objective(s): Objective 3.1 PWCS will engage families as authentic partners in education to support their students' academic progress.

Progress Monitoring Frequency and Tools: BOY: Finalize and communicate expectations to all staff

Monthly: Reinforce expectations through CLTs and leadership meetings

Ongoing: Adjust based on monitoring data

Incomplete

Progress Notes: None

Significant Action 3: Monitoring for Implementation

Develop and implement a structured monitoring system to ensure consistent implementation of the communication expectations, including:

Monthly review of SchoolStatus communication data

Analysis of communication trends by teacher, student group, and department

Identification of gaps in implementation and targeted follow-up support

Ongoing leadership accountability through CLTs and administrative check-ins

Deliverables/Evidence: SchoolStatus communication reports (frequency and type of communication)

CLT data analysis notes and action steps

Leadership monitoring logs or dashboards

Evidence of targeted follow-up (coaching, feedback, support plans)

Disaggregated communication data by subgroup (EL, SWD)

Staff Responsible for Monitoring: Assistant Principals
Principal
Instructional Coach
ITC

Alignment to Strategic Plan Objective(s): Objective 3.1 PWCS will engage families as authentic partners in education to support their students' academic progress.

Progress Monitoring Frequency and Tools: Monthly: Data review cycles (SchoolStatus + CLT discussions)

Quarterly: Leadership review of trends and adjustments

Ongoing: Continuous monitoring and feedback

Title I:

2

Incomplete

Progress Notes: None

Commitment 3 Strategic Priorities:

Family and Community Engagement
Strategic Priority 1: Establish and implement a consistent, high-quality, and accessible schoolwide system for two-way communication that ensures all families experience meaningful engagement and strong partnerships with the school. Root Cause: The root cause of the problem is... there is not a clearly defined, consistently implemented, and monitored schoolwide system for high-quality two-way communication with families.

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

- Professional development for Explicit Language Instruction strategies including "Talk Read Talk Write" and other evidence-based strategies (Evidence-based strategies to accelerate the acquisition of content knowledge for English learners.)
- Ongoing Embedded professional learning within CLTs to focus on high-quality standards-based Tier 1 instruction. This is focused on task alignment to the rigor of the standard, opportunities for feedback and growth, and active student engagement.
- Vertical Alignment to increase student readiness for IB Lang & Lit to increase student access and readiness to IB courses (Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school).
- Restorative practices to reduce student conflict and improve interpersonal behaviors (School climate interventions).

3: Component 3: Extended Learning Opportunities

- Coordinate an after school tutoring program for students not meeting benchmarks for core content areas
- Senior Credit Recovery: The program is an opportunity for students to recovery one or more credits. Senior Credit Recovery is offered to Seniors that have been identified as failing core classes at the end of the 1st semester. Students are given the opportunity to recovery the first semester through Edmentum and Canvas courses. Students meet with teachers twice a week afterschool for support with their credit recovery courses. Progress is monitored by the students' counselors and the credit recovery team. Weekly check-ins are administered with students, as well as school status notifications to parents about the program.
- SOL Remediation: The academies are offered twice a year before the fall and spring SOL testing window. Students have the opportunity to work through a canvas course or meet weekly with core-courses with end-of-course SOL exam. Teacher provide weekly lessons afterschool to help prepare students for the SOL. This is a voluntary program and students chose the academy to attend.
- SOL Remediation Boot Camps: SOL remediation Boot Camps are intensified programs for qualified students who have not earned a verified credit or will be taking the expedited retake during the school days which include 1 or more full days of instruction to prepare students for the SOL retakes.

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

- Tiered Support by Counseling Staff
- Graduation Coach

- MTSS Student Support Team monitoring

4.2: Component 4.2: Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)

- International Baccalaureate – Our IB and AP courses offer students the ability to earn college credits while still in high school, but more importantly they prepare students with the skills, learning attributes, background knowledge, and confidence to succeed after graduation. Our MYP courses in 9th and 10th grade prepare students for this learning and our open enrollment policy means students are not limited in enrollment by test scores, GPA, or teacher recommendations. GFHS is also engaged in the IB for ALL initiative to expand access to IB Lang & Lit SL to all students in the 24-25 school year. The IB Career Programme combines access to IB classes with a focus in developing CTE completes in corresponding CTE programs.
- CTE – In our CTE programs, we want to offer students the chance to explore different career opportunities, but also to begin earning the credentials and certifications necessary to begin working in their chosen fields after graduation. Many of our CTE programs are robust, with high enrollment and students exiting the programs directly into successful careers (ex: Criminal Justice, MCJROTC, Culinary, Plumbing, PLTW Engineering).

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.)

- PBIS Committee
- Restorative Practices Team
- MTSS Team
- Intervention, 504, and Eligibility Processes

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

- Co-teaching training for EL & SPED teaches and team content teachers
- Explicit Language Instruction Professional Development for entire staff
- Restorative Practices Training
- Data Review and analysis professional development for English and Biology CLTs
- Handle with Care training
- Teaching ELs with Sheltered Instruction training for all teachers
- MTSS Training

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

n/a

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Title I Literacy Teacher		1.0
	Family Parent Liaison		1.0

School Continuous Funding Summary

Title I						
Commitment	Theory of Action	Impact/ Implementation Goal	Significant Action	Resources Needed	Account Code	Amount
1	1	3	1	Title I Literacy Teacher		\$120,000.00
2	2	2	2	School Parent Liaison		\$70,000.00
Sub-Total						\$190,000.00